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ABSTRACT

The manual provides guidelines for development and implementation of a resource room for learning disabled (LD) students. Topics covered include: school district readiness and the roles of district office personnel; professional preparation of the resource and regular classroom teacher; referral and screening procedures (including placement committee responsibilities); resource room organization and curriculum (including record keeping); reporting student progress; use of volunteers; parents of the LD student (including suggestions for organizing parent groups and a parents' reading list); behavior control techniques (such as behavior modification, contingency contracting and drugs); and evaluating the resource unit. The title, description, instructional level, and publisher are listed for over 70 instructional materials in the following areas: equipment, language arts, reading comprehension, mathematics, visual perception, auditory perception, and eye-hand coordination. A major section of the document consists of recommended techniques for remediation of visual discrimination, visual-motor coordination, auditory discrimination, language, sight vocabulary, phonetics, word attack skills, oral reading, spelling, handwriting and related motor skills, math, and coping skills. Appendixes include a list of audiovisual materials for teachers and forms for referral and for the principal's evaluation of a resource unit. (LS)

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THE RESOURCE ROOM: AN ACCESS TO EXCELLENCE

A comprehensive Manual for Program
Development and Implementation

This Manual was developed as a part of South Carolina's Child Service Demonstration Project and funded by a research grant under Title VI-G from Bureau of Education for the Handicapped.

EC 080 459

S. C. Region V Educational Services Center
102 East Arch Street
Lancaster, South Carolina 29720

1975

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Fairfield County (serving as LEA):	Arthur L. Goff, Superintendent
Chesterfield County:	Theo L. Lane, Superintendent
Kershaw County:	J. C. Walton, Superintendent
Lancaster County:	John E. Wall, Superintendent
Richland #2 School District:	H. E. Corley, Superintendent

The dedicated educators who contributed to the success of this project are pictured by district on the following pages. We wish to thank the members of The Leadership Training Institute, Tucson, Arizona who gave unselfishly of their time and talents to augment project service.

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Dr. Donald Hammill	Dr. Dean K. McIntosh
Mr. Frank King	Mrs. Mabel Nunnery

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The Director of the S. C. Region V Educational Services Center serves as the part-time Director of all multi-county projects administered from the Center. The Project Coordinators were the persons responsible for program development and for preparation of this manual.

Congratulations to all of the persons listed here for your success.

Stuart R. Brown
Director

PROJECT TEACHERS

Standing: (left to right) Sharon Finuf, Coordinator 1973-74; Marilyn Bailey; Miriam Lewis; Susan Cooke; Frieda LaBonte; Doris Jackson; Shirley Dunlap; Margaret Hawisher, Assistant Coordinator 1973-74, Coordinator 1974-75. Seated: Mildred Smith, Suzanne Chaplin, Julia Harrelson, Elizabeth Haynes, Diane Smith, Annah Scott, Elizabeth McLean, Rose Ann Robinson.

Absent from photo: Marjory Ward, Elizabeth Edgell, Natalie Gibson, Dyanne Sanders — teachers 1973-74.

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SHIRLEY DUNLAP, Geiger Elementary; Mr. T. M. Cook, principal
DORIS JACKSON, Gordon Elementary; Mr. Carl Jackson, principal
ROSE ANN ROBINSON, Camden Elementary; Mr. A. W. Boykin, principal
SUSAN COOKE, Lugoff Elementary; Mr. W. A. Brown, principal
SUZANNE CHAPLIN, Camden Primary; Mr. Foy Thompson, principal
ELIZABETH McLEAN, Central Elementary; Mrs. Elizabeth Hutchinson, principal
MIRIAM LEWIS, Clinton Elementary; Mrs. Billie Smith, principal
FRIEDA LA BONTE, Conder Elementary; Mrs. Pauline Baugess, principal
JULIA HARRELSON, Conder Elementary; Mrs. Pauline Baugess, principal
DIANE SMITH, Windsor Elementary; Mrs. Dorothy Crowe, principal
ELIZABETH HAYNES, Keels Elementary; Mr. John Hall, principal
MARILYN BAILEY, Nelson Elementary; Mr. Fred Rogers, principal
MILDRED SMITH, Forest Lake Elementary; Mrs. Sara Strachan, principal
MARJORY WARD, Conder Elementary; Mrs. Pauline Baugess, principal
NATALIE GIBSON, Nelson Elementary; Mr. Fred Rogers, principal
ANGIE EDGELL, Everett Elementary; Col. Sam Rasor, principal
DYANNE SANDERS, Blaney Elementary; Leslie Stover, principal

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Introduction

The funds for the Child Service Demonstration Program were awarded by The Bureau of Education for the Handicapped to the South Carolina Department of Education for the two-year period July 1, 1973 through June 30, 1975. The Department of Education entered into a memorandum of agreement with Fairfield County School District to serve as LEA. The program implementation was directed by the South Carolina Region V Educational Services Center, Lancaster, South Carolina, Stuart R. Brown, Director.

During 1973-74 Mrs. Sharon G. Finuf and Ms. Margaret F. Hawisher, Coordinator and Assistant Coordinator respectively, holding joint appointments with Winthrop College Department of Special Education, Rock Hill, South Carolina, provided structure, direction, and the necessary college course work to fourteen project teachers to develop resource units for the learning disabled student. At the end of the first year of funding the project teachers received South Carolina certification in the area of learning disabilities.

The members of inter-district teams (IDT) met during the two-year period to consider areas of concern in resource room development and implementation. The IDT members have contributed greatly to the content of this manual as they were district personnel representing all positions of the school system strata.

During the year 1974-75, the State Department Learning Disabilities Consultant, Mrs. Carolyn Morris from the Office of Programs for the Handicapped, and Ms. Margaret F. Hawisher, Project Coordinator, provided technical assistance to five select districts interested in replicating this project.

It is the hope of the contributors that *The Resource Room: An Access to Excellence* will serve as an adequate reference for districts utilizing the services of the resource unit.

Resource Room Rationale: In the Preface of *The Resource Room: Rationale and Implementation* by Donald D. Hammill and J. Lee Wiederholt (1972), the authors state that self-contained classrooms do not provide the best educational setting for the majority of exceptional children. In order to minimize labeling and utilize the advantages of regular classroom participation the resource room model is advocated for the mildly handicapped student.

Too often the student educated in self-contained special education classrooms is labeled, isolated and left out of the main stream of student activities and the accompanying camaraderie. Too often the student in the self-contained special education classroom is considered retarded — even though the handicap may be orthopedic, visual, auditory or a disability to learn as the majority learns. Too often the student has "gaps" in learning; some things are known very well, but the lack of learning in a tool subject may be causing dismay and failure. Too often the student needs a little extra assistance, but not a total program.

. . . . And so we in education discover the advantages of the resource room — the room in the building that offers many resources to students and their teachers: resources that are viable, appropriate to the student; resources that have suitability to the particular student and the regular classroom. The resource room permits the student to enjoy being ordinary — not exceptional — while providing the needed remediation and support.

Resource Room Model: Simply described, the resource room is a classroom designed for diagnosis and remediation of mildly handicapped students. Attendance in the resource room is scheduled on a regular basis to the benefit of the child and with the agreement of involved school personnel. Hammill and Wiederholt (1972) have described the prime objective of the resource room as "instructional support to both the child and his regular classroom teacher that makes feasible the pupil's continued enrollment in the regular class and stimulates his educational and emotional growth." (p.14)

Learning Disabilities (LD) Resource Room: The resource unit we concern ourselves with in this Manual is the one serving the learning disabled student. This student has average intellectual ability, but is not achieving anticipated academic potential because of factors not primarily due to visual, hearing, physical, emotional handicaps nor to mental retardation or cultural disadvantage.

This two year experience of resource room involvement has been exciting and gratifying. I thank most sincerely the school principals and district personnel who have contributed to the implementation of this project and to the preparation of this Manual.

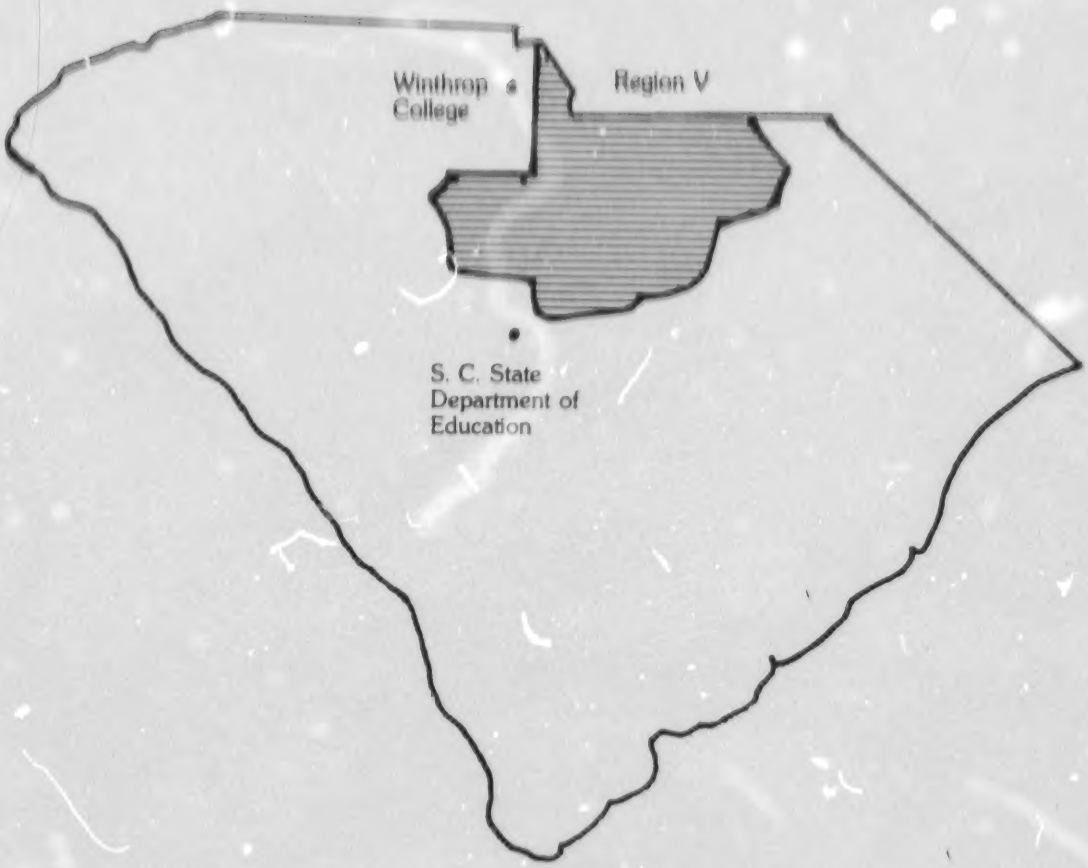
But, above all, special thanks to the project teachers who have been proof that the success of the resource room is dependent upon the capable, enthusiastic adult who never has time to stand in front of the room.

Margaret F. Hawisher
Coordinator
Child Service Demonstration Program

DISTRICT INVOLVEMENT

District Readiness

Personnel Involvement



DISTRICT INVOLVEMENT

Prior to the Mandatory Education Act in South Carolina, districts established special education programs on a voluntary basis. With the passage of this legislation districts are mandated to provide classes and to serve all handicapped students by 1977-78. Interested in providing a more comprehensive program for exceptional children, districts applied for state and federal monies to supplement local funds to employ personnel and finance programs to provide desired services. For such program development to be successful there are necessary considerations. These include:

District readiness
Involvement of both district and school personnel

The program of concern in this document is the resource room for the learning disabled child. This chapter will comment on district considerations as related to this resource room program.

District Readiness

Will the resource room meet the educational needs of our district? Is the resource room model "better" than the self-contained model for our mildly handicapped students? These are questions that should be asked by district administrators before implementing the resource unit.

According to *The Resource Room*, Office of Programs for the Handicapped, State Department of Education:

> *The need for alternative approaches in programs for mildly handicapped students is long-standing. Only recently, however, has the efficacy of a resource room model been demonstrated. Resource programs can be an effective way of serving mildly handicapped children who are able to participate and function successfully for a portion of the school day in the regular educational program, but who require the diverse instructional modes which may be available to them in a resource room.*
>
> *The State Department of Education Office of Programs for the Handicapped is not advocating the abolition of all self-contained classes. On the contrary, the self-contained model is recommended to serve more severely handicapped students.*
>
> *Resource rooms should not be viewed as a panacea for instructional programs for all handicapped children. This model portends a promising supplement to the regular educational program for the mildly handicapped. (p.1)*
>
> *The primary objective of the resource room is to return as many children as possible to the regular classroom on a full-time basis. Consequently, the resource model is designed for children who are not severely handicapped. The children are enrolled in regular classrooms and remain there for most of the day. They participate in the resource room at scheduled intervals for specific training or remedial instruction. This approach combines the benefits of the regular class with the services of a specialist for appropriate educational support. (p.3)*

If the district administrators feel the resource model will suit the needs of the district, there are specific and necessary prerequisites to implementation: (1) The supervision of resource rooms will best be handled by a *full-time district coordinator of special education*, (2) the evaluation of students necessary prior to admittance to the resource room requires the services of a *full-time psychologist* (or assurance of contracted psychological services), (3) there must be *26* estimated *learning disabilities children* in order to meet the caseload requirement, and (4) employment of *teacher*(s) *certified in the area of learning disabilities.*

These prerequisites for program implementation are necessary. With absence of any one of the above four, the district will not be serving the school community with quality service.

The resource room is in no way a self-contained classroom. The procedures required for a student to be admitted into the unit (see Chapter 3, Referral and Screening) for service requires communication, direct and indirect, with many district offices. The teaching of the student within the resource room is visible to other teachers in the school, the students growth in self-confidence and school attitudes are visible to parents and peers. Because of the visibility of effort it becomes imperative for all district personnel to be aware of the resource room program and the role of each of their offices regarding it.

Role of District Office Personnel

Superintendent: This person is the administrator for the school district. The total responsibility of the school system ultimately falls to him. He needs to have a knowledge of the auxiliary programs in his district — not only as an administrator or financial advisor, but also as a public relations person. By an awareness of cost effectiveness in relationship to student failure he is in a fine position to realize the priority of the resource room. Observing the achievement growth of students in the resource room as cited in research and in his own district, he clearly sees its advantages.

The office of the superintendent should support and give accordant merit to the strengths found in teacher interaction. This office might recommend release time of one day a month in order that the Director of Special Services may provide in-service training for the specialists. The office might encourage in-service training for the regular faculty in the districts on a one-half day a month basis. The direction of the format would be dictated by individual school needs as observed by: (1) Director of Instruction, (2) Director of Special Service, (3) principal, (4) resource room teacher, (5) regular classroom teacher, and (6) various specialists within the school.

Director of Instruction: This person serves the district through an understanding of school administration, finances, legal rights and program development. The office of the Director of Instruction is responsible to the Superintendent for the district's school program. As the students in the district with handicapping conditions will challenge the district to provide adequate and appropriate services, the Director of Instruction should understand that the resource room is an efficacious vehicle for serving mildly handicapped students.

Director of Special Services: Although some hold the opinion that this person has expertise in all areas of supervision, it is more often the case that he/she has a general background experience with the exceptional learner and is currently genuinely concerned with these students' welfare. This position requires the translation of State Department regulations, guidelines, financial statements and district stipulations to the specialists within the schools. Through communication between this person and district schools, future needs of the district will be reported to the Superintendent's office.

The Director may be directly responsible for hiring special service personnel and assisting in the relocation of teachers to gain maximum district strength. Perhaps more than any other district level person, the Director of Special Services needs to appreciate the strengths given to a school by the competent resource room teacher. The experienced resource room teacher can share with the Director a wealth of information regarding appropriate material selection, as well as the determination of in-service training needs for the individual school in order to improve the quality of education for the students. The vantage point of the resource teacher is tremendously comprehensive. Seeing a cross section of children in the school, this teacher is more aware than any one other person in the school of the teaching method strengths. Through observations the Director will be able to choose meaningful in-service training topics and engage appropriate consultation services for the district.

It is vital that the Director of Special Services thinks carefully about the selection of the resource room teachers as they become assistants for program development.

Special Education Consultant: This person will have expertise in the area of special education. This position is seen more as a teacher trainer and less as an administrator. The Special Education Consultant is to the district what the resource room teacher is to the school. The consultant will be able to search for appropriate materials as needed by teachers, to conduct in-service training for faculty throughout the district, and provide encouragement and praise for the teachers of the exceptional learner.

In the district employing a Special Education Consultant this person will report to the Director of Special Services the needs and strengths of the various schools. The resource teacher should know of available community resources — the Special Education Consultant is the one to ask for assistance.

School Psychologist: The school psychologist provides a major contribution to the school staff in assessment and evaluation of behavior and intelligence of children. The title of "school psychologist" may imply a trained person educated especially in child development, the study of personality, psychological theory and research, and rehabilitation. The psychologist not only works with the special education teachers in assigned schools, but also deals with the assessment and diagnosing of "special children" in all the district schools. Membership in the special education staff enables the psychologist to know, firsthand, the various teachers and the types of classes offered to children with special problems. To provide evaluation results which indicate the very best efforts of the student, the examiner must elicit motivation to succeed and interest on the part of the student, and must give encouragement as well as demonstrate a high degree of knowledge of procedures and materials.

There are many services desired of the school psychologist. Some of these include the following, as based on each district's unique needs:

1. To complete psychological evaluations
2. To provide a report of the evaluation which can be a guide for teachers in planning the student's educational program
3. To provide individual therapy with students
4. To provide in-service training for teachers and principals
5. To consult with individual teachers and principals
6. To meet with parents of children in appropriate instances
7. To coordinate interactions with community agencies also serving the children and families

School Specialists: These district specialists (vision, hearing, speech, reading, nurses, social workers, guidance counselors) are called upon by the principal to assist in problem-solving regarding some of the students referred to the resource unit. The able assistance of these people provides a multi-disciplinary approach to diagnosis. By the nature of their position in the school, specialists are also able to locate students in need of individual attention. Communication between the school specialists and resource teacher will enhance the total school program.

Role of Building Personnel

Principal: The building principal's basic responsibility is directing the educational program of the school. As the administrator for the school, the principal provides leadership in instruction and community relationships as well as in financial matters. The principal is aware of the cost-effectiveness of the resource room as well as the scope of service the unit provides for the school. By serving as chairman of the placement committee within the school, this person seeks total understanding of the

student's problem and needs. The principal encourages efficient channels of communication between specialists and teachers in order to assure maximum service for the atypical student.

Regular Classroom Teacher: The question of a student's need is established most often by the regular classroom teacher. The teacher, aware of potential and expected learning rates and typical behaviors, will notice the exceptional learner. This person contributes much to the diagnosis, as no one else in the building has the opportunity to observe the student as frequently. The teacher is able to relate the attitudes and aptitudes of the student as observed in reactions to peers and authority figures as well as to small and large group situations.

Summary

Prior to the establishment of the resource room model, the district is advised to consider the needs of the student population. The resource room is an efficient vehicle for educating the mildly handicapped student. The identification of the mildly handicapped learning disabled children in the school establishes the caseload requirement. The district will provide supervision of the resource room and will employ a teacher certified in the area of learning disabilities. The services of a full-time psychologist (or assurance of contracted services) are necessary for student evaluation.

The involvement of district office and building personnel is necessitated by the procedures required for a student to be placed in the resource room. As the resource room teacher and students interact with many members of the school community, district-wide support is imperative for quality service.

PROFESSIONAL PREPARATION

teacher training: resource
teacher training: regular
in-service programs
workshop agendas

PROFESSIONAL PREPARATION

As the scope of the resource room encompasses all faculty members within the school, there are two major training steps which need to be included in district programming:

1. Professional preparation of the learning disabilities resource teacher
2. Professional preparation of the regular faculty

The resource teacher will come to the unit with specialized skills. However, the needs of each individual district — as well as individual needs — will necessitate additional refinement for maximized success.

Professional Preparation of the LD Resource Teacher

The resource room, serving as a diagnostic remediating unit of the school, will be successful only as far as the teacher operating the room is successful in the following skill areas:

1. Educational and behavioral assessment/diagnosis
2. Remediation individualized to specific student need
3. Establishing rapport with colleagues
4. Administrative capabilities

These four areas require the ability of a highly skillful and competent teacher. In reality, the effective resource room teacher is a "super-teacher."

In the Child Service Demonstration Project four courses were offered in conjunction with the Department of Special Education, Winthrop College. The course instruction and on-site supervision were carried on by the Project Coordinators. (See Appendix A for course listing.)

Prerequisites: There are at least four criteria that would be considered when selecting the resource room teacher. These include:

1. *The teacher must have had sufficient regular classroom experience.* How much is sufficient? Let's consider the quality, not the quantity. Thankfully, we meet those teachers who are intuitively, instinctively, great teachers. They have an ability to relate to students as individuals with needs to be met, and these instinctively good teachers sense the proper teaching approach. Their classrooms are happy, learning, motivated pods within the school. This gift that these teachers possess makes them a "natural" for the resource room when the other criteria have been met. These teachers may have taught one year or twelve; regardless of the quantity of years experience, they have the quality for which we search. It is possible for them to relate to the problems faced by others in the regular classroom because they have been there.
2. *The teacher must have had special education preparation and South Carolina certification in Special Education* (Appendix B for Teacher Certification Requirements). Normal children are going into our resource rooms. But these normal children have a variety of handicapping conditions that require a professional understanding. Thus far, in our colleges and universities, most teachers in preparation programs do not receive instruction or practicum experience with exceptional learners, unless, the teacher is in a special education program. (See Appendix C for South Carolina institutions offering LD training programs.)
3. *The teacher must be self-directed.* The organization and administration of the resource room falls to the teacher — understanding, of course, that guidance is available from district level. However, unlike the other teachers in the building, the resource teacher controls the teaching hours — within the State Department of Education guidelines (26 students and a minimum of

180 minutes of teaching a day). The teacher will be scheduling not only student test and tutor time, but also conferences with parents, regular teacher, placement committees and, therefore, needs a self-directing attitude. The record keeping demands of the resource room as discussed in Chapter 4: Organization and Curriculum of the Resource Room, require administrative thoroughness and efficiency.

4. *The teacher must be of a personable nature that will give ease to interaction with colleagues as an expert or consultant.* The resource room teacher never has students "to call my own." The students seen in the resource room are shared with one or more other teachers in the building; therefore the procedures of the resource room are visible to the building staff. The public relations of the resource room teacher are essential. The success of the program will depend highly on the goodwill of principal, teachers, staff, pupils and parents. This aspect of the resource room is extremely important and bears the same significance as teacher competency in educational skills.

Additional Training Required:

It is easily understood that the resource room is already ahead of the game by having a teacher who meets the above criteria. However, the skills thus far acquired by this teacher must be honed to a fine point. Let us approach the training of the teacher as correlated to the roles played.

Diagnostician: The resource room teacher must have skills in the administration and interpretation of specific intelligence, academic and skill tests. In the districts it would be the responsibility of the district psychologist or Director of Special Services to train the resource room teacher in administration and interpretation of the chosen screening instruments.

Choice of the evaluation instruments selected by the district should be dictated by the following factors:

— extrapolations from test results should be discernible and understandable by the resource room teacher
— through item analysis of test answers and errors a picture of student weakness and strength becomes apparent

The teacher needs to practice using test data to develop an initial teaching hypothesis. There is an almost natural reluctance on the part of the competent teacher to play the role of psychologist. The feeling of awesome responsibility of making the definitive statement, "This student has weaknesses — etc." causes anxiety to the teacher. For this reason practice is advocated.

The best approach to this may be the case study approach. It is helpful to provide the teacher with a form which asks the questions answerable by a comparison study of intelligence and achievement test data when reviewing a case study. Recommended considerations would be:

EVALUATION FORM FOR STUDENT PRESCRIPTIONS

1. Identification of academic strengths from WRAT or other achievement measures.
2. Identification of learning strengths from SIT or other intelligence tests.
3. Identification of academic weaknesses from WRAT or other achievement measures.
4. Identification of learning weaknesses from SIT or other intelligence tests.
5. Identification of small motor strengths and/or weaknesses from drawings — i.e., Draw-A-Person (DAP), Bender, SDCT.
6. Identification of student interest.
7. Identification of the student's preferred sensory modality.

8. Identification of best probable reinforcer.
9. Identification of specific skill weakness from test data or work samples.
10. Choice of instructional materials suited to the student's age.
11. Choice of instructional materials suited to the student's sex.
12. Choice of instructional materials suited to the student's learning problem.
13. Choice of instructional materials suited to the student's learning style.
14. Choice of instructional materials suited to the student's regular classroom instructional program.

As Item 5 indicates, there is a need for teachers to be able to understand and interpret drawing coordination tests. These interpretations are usually available in evaluation results from the school psychologist; however, the teacher needs a practical understanding of how such information is meaningful to the academic situation the student faces (i.e., may poor handwriting be anticipated; may reversals be expected?). Practice in case study evaluations, followed by closely supervised on-the-job evaluations of the students being tested, will produce the confidence required of the resource room teacher in the art of diagnosis. (Two such case studies are available in Chapter 3, Referral and Screening.)

Remedial Curriculum Expert: The teacher will need to refine her judgements regarding the review of curriculum based on the test data of each student. To aid the resource teacher the services of the Special Education Instructional Materials Centers (SEIMC) are available for use. The SEIMC's are located throughout the State. They loan materials to teachers of handicapped children. The associate centers and directors are:

Mrs. Mary Logan
BEAUFORT BRANCH
1300 King Street
Beaufort, S.C. 29202
Phone: 524-2600

Mrs. Leone Craig
GREENVILLE BRANCH
206 Wilkins Street
Greenville, S.C. 29605
Phone: 232-6816

Mr. Thomas Pound
PEE DEE EDUCATION
CENTER BRANCH
142-B South Dargan St.
Florence, S.C. 29501
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Dr. B. J. Dover
GREENWOOD BRANCH
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LANCASTER BRANCH
106 East Arch St.
Lancaster, S.C. 29720
Phone 285-1526

Ms. Frances Boswell
MATERIALS CENTER
1406½ Gervais St.
Columbia, S.C. 29201
Phone: 758-3250

The pages of beautifully printed catalogues from the material publishers take on new meaning to the resource room teacher. Questions that should be asked when reviewing material are:

1. What does this student need to learn?
2. Through what modality does this student learn most easily?
3. What material would be appropriate for this student's interests, age, and sex?
4. What material has been used?
5. Why did previously used materials prove unsuccessful?

These same questions are to be asked of the curriculum found in the student's regular classroom. The resource room teacher needs to consider the tests and materials found in the regular classroom with regard to the needs of the individual student with handicapping conditions. Adapting the regular curriculum may well be a viable approach.

Consultant: In order to deal effectively with others, the resource teacher needs to feel confident about diagnosing, prescribing and teaching skills; but, if there is a problem in the resource teacher's communication skills, all may be lost. The following helpful hints for any specialist entering the classroom will serve the resource teacher.

1. Listen, hear and understand what is being said by the regular classroom teacher.
2. Acknowledge openly the skills held by the regular classroom teacher.
3. Be cognizant of the problems faced by the regular classroom teacher.
4. Adjust or modify suggestions you may have to the atmosphere of this particular regular classroom.
5. Be honest.
6. Seek the exchange of ideas and suggestions.

In district training of the resource teacher emphasis should be given to role playing. This method of instruction builds confidence for approaching new situations as it develops a behavior or response to a given situation. The role played is then incorporated into the participant's repertoire of experienced situations. Possible role playing situations might be: (1) Resource teacher relaying test information to regular teacher; (2) Parent-teacher conference to discuss a child who needs psychological evaluation; (3) Resource teacher suggesting different approaches to the regular teacher; (4) Resource teacher and regular teacher exchanging ideas about suggested approaches that were previously given, (5) Resource teacher working with child with handicapping condition, and (6) Resource teacher working with aides and volunteers.

Administrator: The South Carolina State Department of Education Administrator's Guide to Public School Programs for Handicapped Children states that records will be kept by the resource teacher and they . . . "shall reflect a history of the educational training and services provided and the children participating in the program." (p.35) The teacher will be keeping work samples of each student, anecdotal records of each student, and revising prescriptions as pupil needs are met. The district supervisor of the resource rooms will find the task easier if there is a continuity of record keeping throughout the district. (A method of continuity in record keeping is included in the section on "Curriculum and Organization.")

The Administrator's Guide also states that . . . "records of pupils receiving specialized instruction must clearly indicate the screening, evaluation and placement processes used to assign the pupil to the appropriate program." (p.35) The district may choose to assign these record keeping tasks to the school psychologist or to the resource teacher. Again, the essential consideration is placed on consistency and efficiency as judged by the individual district.

Summary

The certified experienced Special Education teacher has learned techniques and methods of dealing with the exceptional student. Although skills are already learned, the resource room demands further training for this teacher. The districts have within their central offices people with skills in the areas of psychological testing, curriculum development and counseling. By outlining a resource room oriented training program for the special education teacher, the district will be able to feel a greater confidence in the integrity of its program.

Professional Preparation of the Regular Faculty

The pressures of time and energy force districts to capsulate the additional training of teachers into in-service and workshop programs. Unfortunately, college credit can seldom be offered by local districts as a reward for teachers' continuous upgrading of practiced methods and techniques.

Stipends, also a worthy reward, are equally difficult to come by. It is expedient, therefore, to have in-service half-days and an occasional workshop in order to expose teachers to new ideas and techniques. The following portion of this chapter will present quality program formats that districts can use to prepare their schools for resource units dealing with the exceptional student.

What is the value of an in-service and/or workshop? What is an in-service program and how does it differ from a workshop agenda? The direct goal of both in-service and workshop programs is teacher enlightenment. The indirect goal of both is to promote better quality of teaching and better quality of learning; in other words — student gain. For the purposes of this chapter the following delineation will be made:

In-Service programs are building (in-house) instructional programs for the faculty.

Workshop programs are district level or state level instructional programs for a designated audience.

The major emphasis in this section is to suggest in-service and workshop agendas that coincide with the major objective of the learning disabilities resource room. The primary function of the learning disabilities resource room is to drive itself out of existence: to assist the exceptional learner in reaching a degree of academic and/or behavioral independence that will allow the student to achieve satisfactorily in the mainstream of education.

The in-service and workshop programs dealing with resource rooms should all be sequentially goal-directed toward assisting the learning disabled student with the necessary adjustments to the expectations of the regular classroom. This chapter will outline programs which will be applicable for use in the schools and districts that are planning to operate a resource room.

Systematic Growth Through In-Service

I. What is Learning Disabilities (LD)?

It would be exceedingly difficult to start a building program for the learning disabled if the term carried no meaning for some of the staff. The first step would, therefore, be to introduce the concept of LD and have discussion regarding symptoms, characteristics and perhaps probable causative factors. The following handout has been used successfully at just such in-service programs:

CHARACTERISTICS OF LEARNING DISABLED CHILDREN
Handout Guide for Discussion with Classroom Teachers

How to determine whether or not to refer a child to the Learning Disabilities teacher or resource room:

1. ELIMINATE those children whose learning problems are caused by:
   (a) limited vision, (b) hearing deficiencies, (c) physical handicaps, (d) mental retardation.
2. THEN LOOK FOR:
   (a) A child with normal intelligence, based on the school average
   (b) An academic lag of one or two years
   (c) A discrepancy between the expected and the actual achievement in one or more areas, such as: spoken, read or written language, mathematics, spatial orientation, etc.
3. NOTE if the child has some of the following characteristics:
   (a) hyperactivity (uncontrollable, excessive motor behavior). Such a child simply cannot keep still for normal activities.
   (b) hypoactivity (extremely slow in his actions)
   (c) perseveration (continuing a behavior after it is no longer appropriate, and difficulty in shifting from one task to another)

(d) lack of coordination (not caused by an obvious physical handicap)
(e) emotional instability (including the development of a poor self-concept)
(f) impulsiveness
(g) perceptual difficulties: a) reversals, b) problems with phonics, c) following directions, d) poor reasoning powers development, e) getting lost in halls, f) unable to recognize symbols (**c** meaning **c** in language symbols), g) attention problems (too easily distracted, or too much attention)
(h) motor difficulties
balance (awkwardness)
hand preference (Does he have a dominant hand?)
motor coordination: can't catch ball, weak grasp of pencil, pressure in writing, holding things awkwardly, skipping, hopping, walking
(i) language: limited speech, lack of verbal concepts, poor sentence structure, distortions of consonant sounds, delayed speech development

II. What is a Resource Room?

Just as with the term learning disabilities, lack of information regarding the function of a resource room would prove a tremendous deterent to growth and development of a resource room program. In order to clarify the room's purpose in the building the following handout is recommended for the regular faculty perusal and discussion.

What does the Teacher of Learning Disabilities Children (or Resource Room) offer to the classroom teacher?

When the student is identified as a Learning Disabled child the following services are available from the resource unit:

1. educational evaluation to isolate the specific disability
2. scheduled sessions designed to remediate the disability, and to strengthen abilities in which the child is successful
3. techniques to modify behavior (both in the learning disabilities resource room and as suggestions for the classroom teache)
4. suggestions for methods and materials to use in regular classroom (and in some cases, to provide such materials for the regular classroom teacher)
5. suggestions for reinforcement in regular classroom
6. supportive teacher guidance for the child and the parents

The learning disabilities teacher shares with the classroom teacher the responsibility for the learning disabled child.

Both in-service programs I and II may be conducted by either the principal or the resource room teacher. The goal of each would be to educate the faculty toward awareness and acceptance of the student fitting the specified criteria. With the establishment of faculty enlightenment, the next progression would be the discussion of curriculum modification and/or tutorial intervention as applicable for the LD student enrolled in the resource unit.

III. Teacher-Made Materials

The agenda for an in-service program dealing with materials may be handled in a variety of ways. However, one factor remains constant: there is to be a demonstration of materials that have

been created by a teacher for a specific student need.

A. **Demonstration Teaching**

The building principal is aware of unusual or interesting techniques employed in teaching by one or more members of the staff and feels it would be advantageous to the education of the entire building personnel to see a demonstration of the material and the interaction of student and teacher during the use of this material.

In-service is arranged by inviting the teacher to demonstrate, selecting the appropriate students, obtaining parental permission (if necessary) and selecting the time and location of the program. It is prudent to allow 20 minutes per demonstration and to plan no more than three different activities with the same group of students. The students frequently become too much at ease and a bit stage-struck after three sessions. (As there is an increase in bravado, there is an increase in inappropriate behavior which causes the demonstrating teacher no little anxiety!)

This is perhaps the most meaningful in-service program for the audience. It is motivating and entertaining. After each presentation it is reinforcing to allow time for discussion and constructive criticism. The principal is the chairman of the program and will guide the discussion in order to include the entire faculty in the exchange.

B. **Presentation by Display**

The program for teacher made materials using the display format will involve more preparation than the previous example of demonstration. This "buffet" or "smorgasbord" of materials is most easily arranged in a room edged with large tables permitting an uncluttered display of the varieties of materials. The presenting teachers will have prepared handouts on their materials which are to a degree self-explanatory (with some necessary explanations) and the teachers should be standing nearby to answer the questions generated by the attractive display.

C. **Show and Tell**

The program for "show and tell" is the most easily arranged and possibly the least effective in producting a climate which promotes the necessary enthusiasm for renewed teacher creativity. As the name would imply, a teacher would be presenting a verbal description and illustration of the material and its implications in the teaching strategy. This format fits easily into a weekly faculty meeting.

IV. Behavioral Control

Perhaps the single most common grumble heard in regard to mainstreaming the LD student, aside from academics, is behavioral control. Programs devoted to this subject are necessary as well as worth repeating each year. Topics to be included may be found more fully considered in Chapter 8: Techniques of Behavioral Control. The use of audio-visuals is important with this program as a movie can say succinctly and effectively what a lecture might not implant.

District Advancement Through Workshops

LD children involved in resource rooms for specific skills remediation often experience difficulty in coping with the unrealistic demands placed on them in the regular classroom. Regular faculty members often experience difficulty in dealing with deviant behavior as well as expressing some resentment for having to deal with an exceptional student. Too often principals are placed in discipline situations unnecessarily and are uncertain as to the best ways to assist the faculty to interact with these students.

Through the utilization of the following formats, districts are able to provide not only a meaningful experience for the principal, but the wave effect will permit the principal to augment the building

in-service program with a refreshened and/or an enlightened approach.

A. **Needs of the Exceptional Student**

A brief introduction to LD children by an individual with credibility to the topic might be followed by a filmstrip such as "A Walk in Another Pair of Shoes." The filmstrip study guide provided for the participants would be the vehicle for open discussion following the presentation.

B. **Use of Volunteers in the School**

The format for this program could be drawn from Chapter 6: The Use of Volunteers in the School. This workshop could serve to develop the strategies the district plans to use in the development of an organized volunteer program.

C. **Remedial Reading Techniques**

Many districts employ a reading specialist and such a person would be the ideal chairman for this program. The goal of this program would be to familiarize district personnel with new approaches to the old problems of the reading circle.

D. **Behavioral Control Techniques**

Formats for this program are generally similar: an introductory lecture followed by a recommended film or filmstrip, a discussion and the finale for real internalization: role playing.

E. **Audio-Visual Recommendations**

Appendix D contains selected films and filmstrips recommended for in-service or workshop programs.

F. **Program Evaluation**

Programs in the districts must be evaluated in order to make certain our students are benefiting—the way they were intended to benefit. Side-effects and indirect teaching effects must be acknowledged, examined and if necessary dealt with. Districts can provide the opportunity for personnel to consider viewpoints offered by students, faculty, supervisors and parents. (For resource room evaluation, refer to Chapter 9: Resource Room Evaluation.)

The variety of programs offered through in-service and workshop presentation is limited only as is the need and/or imagination of the district. A prerequisite for such programs should be the establishment of a district instructional goal. Through careful planning of programs in a meaningful sequential order the district will be able to achieve its instructional objective.

Professional Organizations and Publications

Teachers who deal with the exceptional student should be encouraged to join appropriate professional organizations. The national professional organization for the teacher of the learning disabled student is the Division of Children with Learning Disabilities (DCLD) branch of The Council for Exceptional Children (CEC). The address for membership application is:

CEC—DCLD
1920 Association Drive
Reston, Virginia 22901

Members of CEC receive the organization's journal, *Exceptional Children,* at no additional cost. For an additional $4.00 they may receive *Teaching Exceptional Children.*

Districts are encouraged to include the following publications in the central office library:

The Resource Room: Rationale and Implementation by Donald Hammill and J. Lee Wiederholt. Buttonwood Farms, Inc., 1972.

Children with Learning Disabilities by Janet W. Lerner. Houghton Mifflin Company, 1971.

Learning Disabilities Educational Principles and Practices by Doris Johnson and Helmer R. Myklebust. Grune and Stratton, Inc., 1967.
Methods for Learning Disorders by Patricia I. Myers and Donald D. Hammill. John Wiley and Sons, Inc., 1969.
Teaching Children with Learning and Behavior Problems by Donald D. Hammill and Nettie Bartel. Allyn and Bacon Publishing Co., 1975.
Journals:
Journal of Learning Disabilities
Academic Therapy
Journal of Special Education
Exceptional Children
Teaching Exceptional Children

Summary

The district's responsibility is to provide educational service for the handicapped student, which implies and necessitates the employment of competent and qualified teachers. The responsibility must go further than mere employment, however. The on-going and continuous professional education of the teachers must be fostered and/or encouraged by district personnel. Only with teachers motivated to seek new techniques and methods will a district maintain a quality educational program.

REFERRAL AND SCREENING

Definition
Prevalence
Referral Procedure
Screening Instruments
Screening Procedure
Placement Committee

REFERRAL AND SCREENING

Definition

Just *who* is the LD child? In the Learning Disability resource room those children being served are children who are learning disabled. According to the Code of Laws of South Carolina, 1962 (as amended through 1973) Title 21, Education, Article 4, the definition of the learning disabled student is:

> " 'Learning disabilities pupils' *means pupils with special learning disabilities who exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasis, etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbances or to environmental disadvantage."*

Prevalence

According to Lerner (1971) *it is clear that we are talking about a tremendous number of children. Incidence figures range from 1% to 30% of the school population. This wide range is dependent upon the criteria used to establish a disability.* (p.10) South Carolina has established the learning disability incidence percentage at 1%. The Administrator's Guide to Public School Programs for Handicapped Children (1974) states:

> *The Office of Programs for the Handicapped has formulated state incidence percentages for use in establishing estimates of the number of handicapped children in South Carolina.*
>
> *These percentages are basically in keeping with incidence levels derived by the Bureau of Education for the Handicapped, U. S. Office of Education (1970). National conditions, however, are not always characteristic of individual states. For this reason demographic factors have been considered in determining the incidence figures reflected in 'A Five Year Plan to Provide Appropriate Educational Programs for South Carolina Students with Handicapping Conditions.'*
>
> *The total incidence percentage of handicapping conditions for the State of South Carolina is 15.595 per cent. If a district exceeds the incidence for any of the handicapping conditions, the administration must be prepared to present documentation and explanation of the discrepancy. (p.19)*

See TABLE 1 for State incidence percentages by handicapping condition.

TABLE 1

Incidence Percentages by Types of Handicapping Condition

Educable Mentally Handicapped	5.00
Trainable Mentally Handicapped	.30
Emotionally Handicapped	3.00
Learning Disabilities	1.00
Hearing Handicapped	.70
Visually Handicapped	.09
Orthopedically Handicapped	.50
Speech Handicapped	5.00
Deaf-Blind	.005
TOTAL INCIDENCE	15.595

Source: Administrator's Guide to Public School Programs for Handicapped Children, South Carolina State Department of Education, 1974. (p.19)

Referral Procedure

According to the Administrator's Guide to Public School Programs for Handicapped Children, (hereafter referred to as Administrator's Guide) published by South Carolina State Department of Education, 1974, the following are recommended procedures for in-school surveys:

1. *The school survey should include a complete review of cumulative records for significant data, including results of readiness tests, group achievement tests and/or intelligence tests.*
2. *Referrals from teachers, school nurses, attendance supervisors, guidance counselors, social workers, and other school personnel should be screened.*
3. *A system should be established to screen for speech, hearing, and vision difficulties on a regular basis as outlined in Appendix B of the 'Standards and Procedures for the Operation of Programs for the Handicapped.' (p.17)*

The Administrator's Guide recommends the following procedures for community surveys:

1. *Districts should contact the local health department, welfare department, mental health clinic and/or association, vocational rehabilitation office, juvenile court, child development centers, Easter Seal Society, churches, parent groups, and other organizations and agencies for assistance in identifying children (ages birth through 21) suspected of manifesting handicapping conditions.*
2. *Public school personnel should seek the cooperation of private clinics, private physicians, and other private agencies in referring children with handicapping conditions to appropriate school personnel for educational planning.*
3. *Additional referrals should be solicited from nursery schools, private kindergarten, parochial schools, and other private schools.*
4. *Local news media (newspaper, radio, television, etc.) should be utilized to whatever extent possible to publicize the availability of public school services for handicapped children and the appropriate referral process. (p. 17)*

Referral

The referral, which is a statement of concern toward the adequacy of a student's learning, may be initiated by almost anyone. In the school year 1973-74, student referrals for specialized testing were initiated by regular teachers, data and information from permanent folders, parents, and school secretaries as well as students themselves. The two sources providing the majority of the referrals were the regular classroom teacher and the permanent record search of the individual student. The resource room teachers were responsible for culling the student records for referral purposes.

Referral Form

The referral form is a questionnaire that asks for information which will serve any professional with the school system who may be assigned to work with the student throughout the year. It is a referral for special services. Included in that category may be the psychologist, speech and hearing therapist, vision therapist, resource room, self-contained classroom, etc. Objective data is presented: date; school's name; student's name; address; age; birthdate; race; present grade and grade repeated (if any); parent or guardian's name and phone number.

Some suspected LD students may be identified from the results of group test data. Test results such as the Iowa Test of Basic Skills, or the Comprehensive Test of Basic Skills, may be used in the initial stages of identification. By noting discrepancies between probable ability and actual achievement, it is possible to identify students who require special notice. Their permanent records may be examined by the regular classroom teacher or by the resource room teacher. Informal tests administered by the classroom teacher may also be significant and included in the report.

RECENT TEST SCORES:

NAME OF TEST	DATE OF TEST	SIGNIFICANT RESULTS

SPECIFIC AREA OF ACADEMIC WEAKNESS:

SUBJECT	DESCRIPTION OF PROBLEM

REMEDIAL ASSISTANCE AND APPROACHES I HAVE TRIED:

Referrals made by the regular classroom teachers can be the most reliable and the most expedient method of locating probable learning disabled students. It is recommended that the regular faculty be presented an inservice program in which the characteristics of the children being sought are discussed, how one might identify possible LD children (Chapter 2: Professional Preparation), and a referral form which will provide a structure for teacher referral (complete form Appendix E).

Help has been found for some referred students simply by adapting regular curricular materials to the learning style of the child. For example, a fourth grader with limited reading ability will be able to perform more successfully in social studies if the material can be presented through a method other than silent reading.

The information gathered from the regular teacher is time saving as well as diagnostic. Aware of the approaches already tried with the student, the resource teacher is better able to select a new and suitable material or technique.

By the use of the following adjective checklist dealing with adjustment, appearance, and responsiveness, the school psychologist and other specialists who may be seeing this student will be able to picture more clearly the relationship between the student and the referring agent. Final decisions regarding the student will be more insightful and therefore more helpful in proportion to the amount of information that is available to the decision making group (placement committee).

CHECK THE SPACE BESIDE THE STATEMENTS THAT BEST DESCRIBE THIS STUDENT:

ADJUSTMENT:

___well poised	___at ease	___anxious	___hostile	___shy
___tense	___courteous	___excitable	___eager for praise	___cries often
___moody	___cooperative	___easily upset	___sensitive	___depressed
___lazy	___cheerful	___unhappy	___needs frequent reassurance	

APPEARANCE:

___tall for age
___short for age
___lean
___obese
___neat, clean
___malnourished
___poorly developed
___untidy, dirty
___"normal" appearance
___physically attractive
___defects (explain)

RESPONSIVENESS

___alert
___prompt responses
___industrious
___hyperactive
___impulsive
___confused
___indecisive
___withdrawn
___hesitant
___deliberate
___daydreams
___irrelevant or bizarre response

RELATIONS WITH OTHERS:

___outgoing; good natured
___has many friends
___has few friends
___seeks attention
___enjoys group activities
___plays alone
___friendly
___independent
___patient
___high degree of conformity to peer group expectations
___conscientious
___tolerant
___jealous
___tactful

The final adjective sections of the form will provide guidelines for those persons who will be working with or teaching this student.

EFFORT, APPLICATION:

___ careful
___ gives up easily
___ careless
___ works at rapid tempo
___ distractible
___ works at slow tempo
___ readily fatigued
___ spontaneous
___ creative

SELF CRITICISM:

___ extremely critical of self
___ healthy recognition of own mistakes
___ downplays own inadequacies
___ boastful, in spite of lack of success
___ does not seem bothered by poor efforts

ATTENTION:

___ listens carefully
___ waits until instructions are completed before beginning task
___begins to work impulsively without listening to instructions
___ inattentive to most instructions
___ seems to understand most instructions

PERSEVERANCE:

___ works constructively on long tasks
___ distracted only by unusual circumstances
___ easily distracted after short periods of concentration
___ does not complete many tasks

MOTIVATION:

___ eager
___ indifferent
___ resistant, sullen
___ apathetic
___ guarded, suspicious
___ excessive concern with results

VERBALIZATION:

___ talkative
___ expresses himself well
___ difficulty in expressing himself
___ offers frequent comment

SELF CONCEPTS:

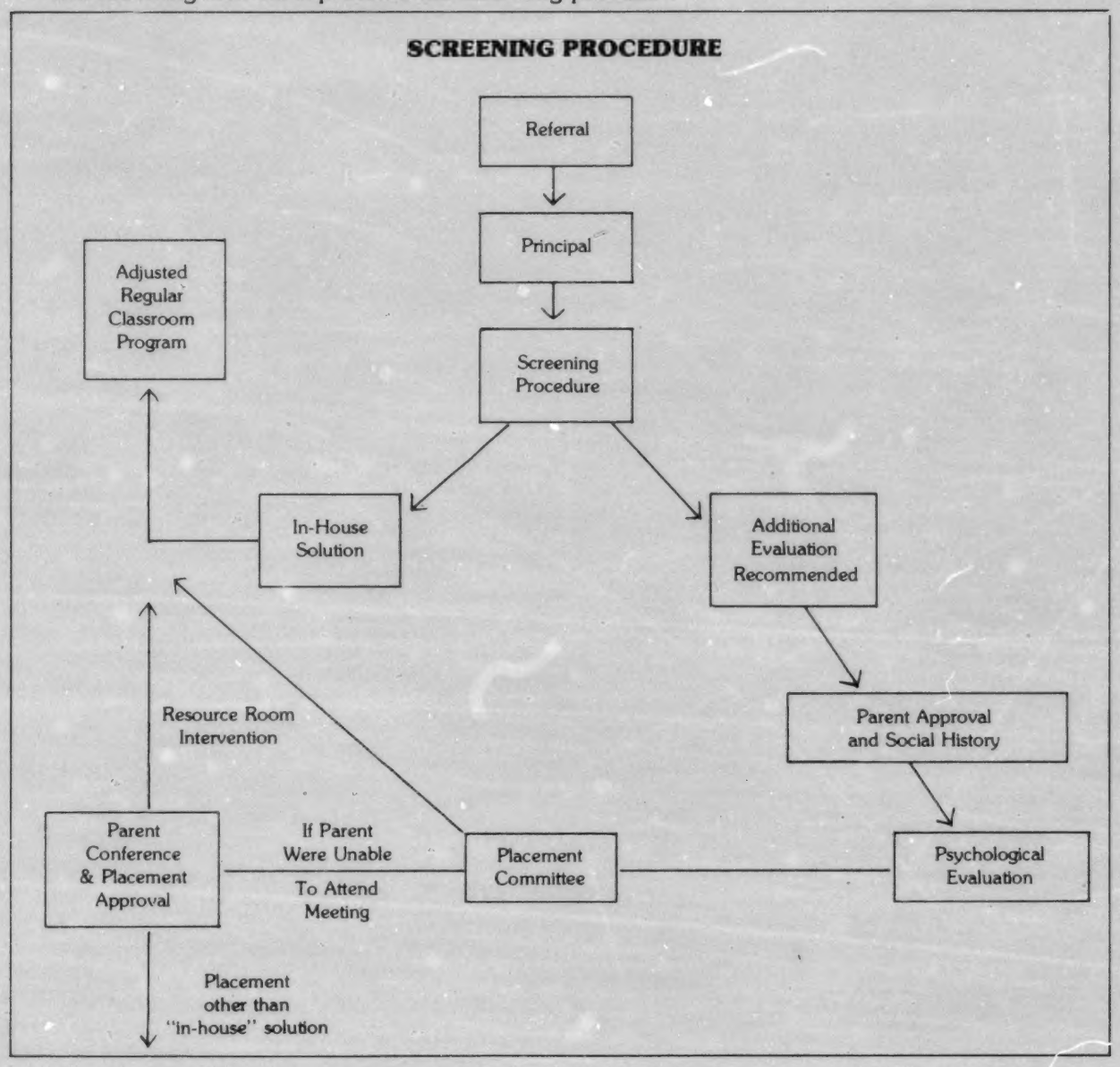
___ seems self-centered
___ lacks self-confidence
___ seems self-confident
___ forceful
___ submissive

Although there may be some criticism as to the use of descriptors in this referral form, the project schools found it to be a meaningful instrument for embarcation. It is thorough enough to force the referring agent to consider again the relationship that exists with the student. The form has provided insightful awareness of the student's needs which, heretofore, may not have been considered. For example: although the student had been a frustration to the teacher in reading class, when filling out this form the classroom teacher became aware of the student's great perseverance and self-motivation although lacking in self-confidence and highly critical of his own performance. In this particular case, the referring teacher may decide to try alternative teaching techniques before requesting outside assistance.

The use of the structured referral form provides for insightful and concise information gathering while being designed for efficient completion and interpretation.

Screening

The following schema represents the screening process:



When completed, the referral form is presented to the building principal. The principal or his designee will then approve the initiation of the screening procedure. The tests used for district screening serve three major purposes: (1) identify probable learning disabled students, (2) provide diagnostic information upon which hypothesis could be made, and (3) serve as pre-test evaluation for measuring student progress.

Screening Instruments

The selection criteria for tests to be used might include:

1. Their design for administration, scoring, and interpretation by teachers
2. Their normative data which would provide two measurements of I. Q. or achievement levels
3. Their content which would provide data for identification of learning style, preferred sensory mode, student interest and best probable reinforcer
4. Their design which offers expediency in administration

The tests chosen by the Learning Disabilities Child Service Demonstration Project were the Slosson Intelligence Test (SIT) and the Wide Range Achievement Test (WRAT). Information from the drawings of a student as well as diagnostic information from the SIT and WRAT were utilized in the screening procedure. If standardized drawings and interpretations (i.e., Draw-A-Person, Bender-Gestalt, and/or Slosson Drawing Coordination Test) were not available in a child's permanent record, the teachers were prepared to ask the student to draw a picture in order to have an example of motor coordination as well as an indication of a child's interest as suggested by an activity drawn.

Screening Procedure

The teacher designated by the school principal will administer and score one test of intellectual functioning designed for teacher administration and one test of academic achievement.

Following are two case studies which typify the study of screening test data — using the Slosson Intelligence Test and Wide Range Achievement Test.

Case Study #1
"Jimmy"

Jimmy is 11 years and 4 months of age. He is working on grade level in math, but his reading teacher thinks he should be doing much better work in her class. By using item analysis (Appendix F) of the Slosson Intelligence Test (SIT) his teacher notes he has missed 4 language based questions. Of the questions above his chronological age (CA) of 11-4, answered correctly, his teacher noted the predominance of fact and math items. (Figure 1). The teacher also observed the spread of correct responses over a three year span. According to the SIT Manual, "scatter is indicative of a student with an exceptionality — either gifted, emotionally disturbed or learning disabled" (p. 23). A determination of exceptionality must be made by the school psychologist with the aid of additional instruments.

The next test Jimmy took was the Wide Range Achievement Test (portions appear in Figures 2 and 3). During the administration and scoring of the Wide Range Achievement Test (WRAT), the teacher is interested in more than grade equivalents. Careful notation of errors is made. Those items that are correct are given importance as they show skill acquisition or sequential memorization skills. The handwriting used on the spelling portion of the WRAT is compared to that of other children of Jimmy's age for a better understanding of his motor skill development. The teacher will also look at his drawings that are available for motor skill development indicators. The drawings give clues to interests as well.

The teacher will make judgements about Jimmy's understanding of arithmetic operations as well as notations of consistency — or lack of consistency — in computation errors. (The math portion of the WRAT is not included as Jimmy performed on grade level.)

Information gathered from the use of screening measures:

Jimmy's test data from the SIT and WRAT indicate:

1. Average intellectual potential
2. Reading: 4 years below grade level
3. Spelling: 4 years below grade level
4. Math: 2 months above grade level
5. Areas of strength: factual information, arithmetic
6. Areas of weakness: language skills, word attack skills

Note Worthy Observations:

For a fifth grade student, Jimmy is definitely a handicapped reading student. The types of errors on the reading portion of the WRAT are reversals and inversions. As word difficulty increases, the errors become "guesses." Jimmy's guesses are made by utilizing the initial consonant sounds and the word configuration.

Figure 1

2 MONTH'S CREDIT		
	Years and months	
5-0	+ 9-0	-13-0M
2	+ 9-2	+13-2F
5-4	+ 9-4	-13-4
5-6	+ 9-6	-13-6
5-8	+ 9-8	-13-8
5-10	+ 9-10	-13-10
6-0	+10-0	-14-0
6-2	+10-2	-14-2
6-4	-10-4D	-14-4
6-6	-10-6S/D	-14-6
6-8	+10-8	-14-8
6-10	-10-10RDS	-14-10
7-0	-11-0S/D	
7-2	-11-2D	15-3
7-4	+11-4DS	15-4
6-7	-11-6D	15-6
7-8	+11-8F	15-8
7-10	+11-10M	15-10
8-0	+12-0RDS	
8-2	+12-2M	+ = correct
8-4	-12-4D	- = missed
8-6	+12-6F	
+8-8	+12-8M	
+8-10	+12-10F	

Portion of Slosson Intelligence Test (Permission to reproduce granted. Slosson inc.

Figure 2

1. go
2. Cat
3. in
4. boy
5. and
6. wil
7. mal
8. hil
9. sa
10. cul
11. —
12. l
13. —
14. X
15. X

Figure 3

cat	see	red	to	big	work	book	ate eat	SAW was	him	who how	
then	open	little letter	jar	dip deep	ever even	spin spell	awoke awake	black block	sit size		
when weather	should	lip	finger	tray	felt	stalk	cliff	lame	struck		
approve	plot	huge	quality	sour	imply	humidity	urge				

Portions of Wide Range Achievement Test (Permission to reproduce granted, Guidance Associates of Delaware, Inc.)

As Jimmy ran into even more difficult words on the WRAT, he refused to guess and said, "I don't know any more of them."

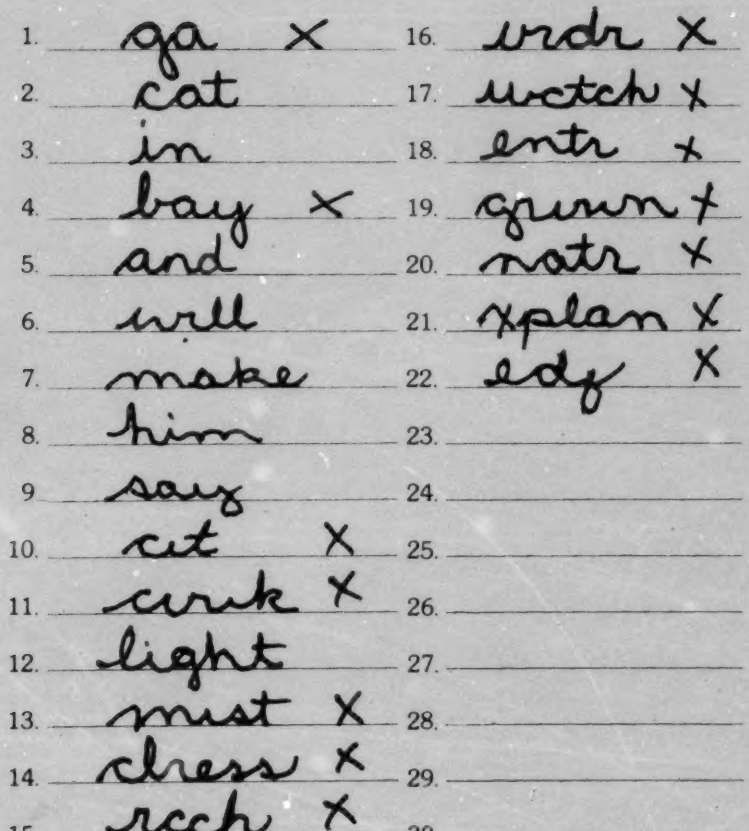
The Spelling portion of the WRAT indicates Jimmy knows and uses initial consonant sounds, but gives up quickly (not an infrequent reaction of frustrated students).

The teacher was able to report to the psychologist that Jimmy showed frustration in reading and spelling portions of the WRAT, but in the math section he sought out the problems he could do and skipped over those he didn't understand.

There is much useful information to be gathered from the actual testing procedure. Comments and asides the student voices during this situation as well as gestural, facial and postural movements provide the teacher with meaningful information. Through observation the evaluator is able to have a better understanding of the child's attitudes and abilities.

Case Study #2
"Phil"

Figure 4



Portion of the Wide Range Achievement Test (Permission granted to reproduce, Guidance Associates of Delaware, Inc.)

Figure 5

2 MONTH'S CREDIT		
Years and months		
5-0	+ 9-0	13-0
5-2	+ 9-2	13-2
5-4	+ 9-4	13-4
5-6	+ 9-6	13-6
5-8	+ 9-8	13-8
5-10	+ 9-10	13-10
6-0	− 10-0	14-0
6-2	+ 10-2	14-2
6-4	+ 10-4	14-4
6-6	+ 10-6	14-6
6-8	+ 10-8	14-8
6-10	− 10-10	14-10
7-0	− 11-0	15-0
7-2	+ 11-2	15-2
7-4	− 11-4	15-4
7-6	− 11-6	15-6
7-8	− 11-8	15-8
7-10	− 11-10	15-10
8-0	− 12-0	
8-2	− 12-2	
+ 8-4	− 12-4	
+ 8-6	− 12-6	
+ 8-8	− 12-8	
+ 8-10	− 12-10	

Portion of Slosson Intelligence Test (Permission granted to reproduce, Slosson, Inc.)

Phil is a 10 year 4 month old boy who was doing fine in his reading and math classes, but his written work and spelling grades were just about the poorest in his classroom.

Phil's teacher decided to administer the SIT and WRAT as screening instruments — anticipating that he might need to be referred to the resource room. Results are seen in Figure 4 for the WRAT and Figure 5 for the SIT.

After discussing the test results with the resource teacher and the principal, Phil's teacher decided that the problem did not call for further screening and prepared for remediation to occur in the classroom.

This decision was based on the following evidence:

1. The SIT showed no scatter of correct responses: it was "solid." Phil consistently responded correctly until Item 11-4, at which point he began to score consistently incorrectly.
2. Careful examination of the spelling errors indicated no phonetic weakness. (In the Reading portion of the WRAT, Phil demonstrated excellent work attack skills. He scored on grade level in Reading.)
3. Due to the structure of the cursive letters, the resource room teacher felt Phil's handicap was handwriting.
4. At this point the classroom teacher asked Phil to use manuscript and spell "dress" and "watch." He printed the words correctly.

With the encouragement of the correctly printed test words, the classroom teacher felt the needed remediation could take place in her room.

Screening Criteria

The following are fourteen criteria recommended as an evaluation procedure in order to determine the child's adequacy of performance and choice of instructional materials:

1. Identification of academic strengths from WRAT
2. Identification of learning strengths from SIT
3. Identification of academic weaknesses from WRAT
4. Identification of learning weaknesses from SIT
5. Identification of fine motor strengths and/or weaknesses from drawings (DAP, etc.)
6. Identification of student interest (from conversation or drawn activity)
7. Identification of student's preferred sensory modality (if present)
8. Identification of best probable reinforcer (from conversation or drawing)
9. Identification of specific skill weakness from test data or work samples available
10. Choice of instructional materials suited to student's age
11. Choice of instructional materials suited to sex
12. Choice of instructional materials suited to learning problem
13. Choice of instructional materials suited to learning style
14. Choice of instructional materials suited to regular classroom instructional program

Having obtained the above information from the screening instruments, the examiner will have obtained the data necessary to complete the Individual Profile Form (Figure 6) for the student.

All data thus far gathered on the referred student are accumulated in his referral folder.

The examiner and principal analyze the student information to determine whether additional evaluation should be carried out or in-house adjustments should be attempted (i.e., modification of curriculum, faculty staff meeting to discuss the student's needs, etc.).

Figure 6

INDIVIDUAL PROFILE FORM

INDIVIDUAL PROFILE FOR Jimmy (Case Study #1)

I. Weaknesses

1. Language — can't find right words for definitions (expressive)
2. Would rather give up than struggle for word attack skills
3.
4.

II. Strengths

1. Arithmetic
2. Factual Information
3. Good understanding of directions and explanations
4. Sports — Is a good team member.

III. Best Sensory Mode

Assumption: Visual, Kinesthetic

Best Reinforcer

Sport related activities

IV. Academic Performance (current)

Reading 1.9 *Spelling 1.7* *Math 6.1*

V. Areas of Needed Remediation (i.e., beginning blends digraph; carrying with 2 place addends)

1. Verify vowel sound understanding
2. Sound blending
3. Syllabication rules — for sophisticated sound blending (5th grader needs to feel this blending is not "baby junk.")
4.

VI. Materials Recommended for Specific Remediation

1. *Conquests* — (1 to 1 — then present on cassette)
2. *Linguistic Reader*
3. Language Master for reinforcing activity
4. Graflex for reinforcing activity

VII. Anticipated Area of Highest Achievement

Reading. Spelling level will always be lower than reading.

VIII. Recommendations to Classroom Teacher

Continue to support and praise his math achievement; schedule resource room so it does not interfere.

IX. Method for Evaluation

Oral review and test.

The student who appears to be having difficulty which may require specialized attention will be channeled toward further evaluation by the school district's psychologist.

Prior to psychological testing it is imperative that parental approval be obtained. At this point in the process the parent receives a letter from the school indicating that there is a need for a parent-teacher conference: the school would like a psychological evaluation of the student in order to provide appropriate educational opportunities. Without parental approval the psychological evaluation will not take place.

The individual district will have to decide the most appropriate time for the gathering of social history information. It is recommended that the social history issue be handled prior to the psychologist's meeting with the student; primarily for the reason that the psychologist will then have meaningful information to review before entering a testing situation.

Parent-Teacher Conference

The informal conversation which takes place when a parent and teacher have agreed on a meeting is not meaningless chit-chat. Nor is it counseling. It benefits teacher, parent and most of all the student.

As the teacher talks with the parent it is possible to gain an insight into the home background and environment of the student. These insights will give the teacher a more realistic expectation regarding homework, and awareness of broadening and enriching experiences the child may need. The teacher sees a facet of the child of which many parents cannot be aware: the child's approach to the world without direct parental support; the child's learning growth and development; and how the child fits into the large peer group.

The benefits the child will receive are too varied to attempt to list, but in broad terms, there will be pride (teacher and parent showed concern for "me"), a better understanding of the school situation by the parent, and better understanding of the home situation (rapport, support, anxieties, joys) by the teacher.

The entire school and administration benefit by the open communication between institution and community. The suspicions and aloofness which can occasionally be found are eliminated through parent conferences. The conference should give the parent an understanding of the program being provided and the benefits the child may derive.

Establishing Rapport

It's true that both teacher and parent are apprehensive before the first formal conversation. The teacher-parent finds an interesting emotional reaction taking place during an interview seated on either side of the desk as it is possible to feel the "pull" of both roles. It's been found reassuring to have "something" available for establishing direction and to serve as an icebreaking technique. A most suitable and helpful instrument is a social history form as shown in Appendix G.

Social History Form

With the objective questions of this form a parent is able to sit back more comfortably into the chair and the teacher is given a security of obtaining useful information and not being caught in the trap of amusing anecdotal story telling. (However, a few little stories about his clever, personable child are to be encouraged for making points, changing pace and/or describing areas of strengths and weaknesses.) As the social history form is being completed in a conversational style, the concerned teacher will pause from time to time to ask questions, to clarify facts, pursue areas which promise additional insight, and show positive, constructive interest in this family. Such conversational pauses may include:

1. Number of siblings and ages is the question.
   Teacher: "Who seems to be _____'s favorite sibling?"
   "What activities do they enjoy together?"
   "Does _____ seek out everyone s companionship or does he find little in common with one of the other children?"

These questions may or may not be jotted down—they are not asked for formal inquiry but in order to gain a better understanding of the family matrix.

2. Father's occupation is the question.
   "Does Mr. _____'s job give him much opportunity to be with the children?"
   "What activity does he enjoy doing with _____?"

3. Mother's occupation is the question.
   Teacher: "I know it's tiring to hold down a job and be a mother too."

The parent will more than likely respond to these statements, opening avenues for conversation that can provide deeper understanding.

Why Use a Social History Form?

The goal of the social history is to gather data for better understanding of the child in order to provide individualized remedial instruction.

Often resource room students have not as severe a learning disorder as was initially thought. Illness, home situation anxieties, previous class situations with inadequate teacher-student rapport can be detrimental factors in learning which produce symptoms similar to those found in the learning disabled. Social histories can provide answers to some LD problems. And if they don't provide answers, they certainly provide avenues for consideration.

Another goal of a social history form is to provide direction for conversation. The teacher is a professional. The teacher is not gathering gossip and is not interested in skeletons in closets that do not affect the student! The parent is not attending this conference for therapy. The parent is not giving information nor sharing this time because of lack of anything else to do; the direction is toward the child's benefit and nowhere else.

The teacher controls the conversation and can direct it away from areas that are too personal to be shared with a non-counselling professional. Real damage may occur if a parent in a comfortable sharing moment reveals family facts which do not relate to the student. The moment of catharsis will later change to feelings of dismay or even anger at being "made" to say too much. This reaction would cause obvious repercussions to student benefit. If the situation arises and the teacher feels the conversation is losing the proper focus, the parent's attention should be directed to another question on the form. If that doesn't work, the parent should then be directed to another professional: counselor or psychologist.

With the completion of the social history form and a relaxed conclusion of the questioning period, it is the responsibility of the resource room teacher to inform the parent of the procedures recommended by the school.

At this point it has been established and recognized by both family and school that the child needs specialized help. In order for a student to receive psychological evaluation it is strongly recommended by the State Department of Education that districts secure written parental permission. They also recommend that the evaluation should be conducted in such a manner as to utilize an appropriate array data. As stated in the Administrator's Guide:

"1. *Environmental History. A school social worker or other appropriate person should secure a history of the child and his family including information regarding socio-cultural background adaptive behavior as related to the non-school environment, language skills, inter-personal relations and behavior patterns.*

2. *Educational Records. A thorough review should be conducted of all school records pertaining to the child, including attendance and health records, former grades, all test results, anecdotal records, etc.*

3. *Medical Examination. All children suspected of having handicapping conditions should have a general physical examination by a licensed physician. Children manifesting hearing, visual, or orthopedic handicaps must be examined by an appropriate physician or medical specialist as outlined in Appendix C of the "Standards and Procedures."*

4. *Psychological Evaluation. The evaluative procedures for children suspected of significant mental deficiencies, emotional handicaps, or learning disabilities require that a psychologist approved by the State Department of Education administer at least one individual intelligence test and at least two other tests of psychological functions of the observed difficulty. It is highly desirable that psychologists elaborate on their finds with regard to implications for teaching. This would suggest a planned program toward remediation of, or compensation for, the handicapping condition." (p.20)*

Evaluation instruments recommended in the Administrator's Guide by the Office of Programs for the Handicapped include the following:

"a. *Individual intelligence tests (only one required)*
   1) *Stanford-Binet*
   2) *Wechsler Intelligence Scale for Children (WISC)*

b. *Other test of psychological function of the observed difficulty (at least two required)*
   1) *Illinois Test of Psycholinguistic Abilities (ITPA) — strongly recommended for suspected learning disabilities*
   2) *Bender-Gestalt*
   3) *Peabody Picture Vocabulary Test (PPVT)*
   4) *Goodenough-Harris Drawing Test*
   5) *Vineland Social Maturity Scale*
   6) *California Test of Personality*
   7) *Frostig Developmental Tests of Visual Perception — recommended for children definitely suspected of having visual perceptual problems*

5. *Academic Assessment. It is also strongly recommended that at least one individual achievement test be administered by special teachers, upon admission to special programs, to determine a child's current level of academic accomplishment. Suggested achievement tests include:*
   a. *Wide Range Achievement Test (WRAT)*
   b. *Peabody Individual Achievement Test (PIAT)*
   c. *California Achievement Test (CAT)*
   d. *California Test of Basic Skills (CTBS)*
   e. *Metropolitan Achievement Test (MAT)*
   f. *Stanford Achievement Test (SAT)*
   g. *Iowa Test of Basic Skills (ITBS)" (p. 20-21)*

Psychological Evaluation

The student's folder now containing (1) referral form, (2) academic prescription and pertinent test scores, (3) social history, and (4) parental permission is given to the building principal or his designee. The principal should be responsible for the district's psychologist receiving the folder and obtaining an estimated date of completion of the psychological evaluation.

The psychologist will administer those tests which appear to be appropriate for this specific student and which are within the guidelines provided by the State Department of Education. Upon completion of the testing and interpretation of the psychological evaluation, the psychologist will request that the principal select members for a placement committee in order to consider the most appropriate educational placement for this student.

Placement Committee

Guidelines provided by State Department of Education Administrator's guide stipulates that:

> *"Placement and dismissal of pupils (except speech handicapped) participating in programs for the handicapped shall be made only upon the recommendation of a placement committee appointed by the local district superintendent or his designee. At least one placement committee shall be appointed; however, a superintendent may establish as many committees as necessary for the operation of the district's program for handicapped children.*
>
> *The committee shall meet as often as necessary to determine the eligibility of all handicapped children (except speech handicapped) for original assignment, continued enrollment, and termination of special services. The placement committee shall have at least three members knowledgeable in the characteristics and educational needs of handicapped children.*
>
> *Appropriate appointments to the placement committee may be selected from, but not necessarily limited to, the following types of personnel:*
>
> *Superintendent*
> *Principal*
> *Supervisor of handicapped program*
> *Teacher in appropriate area of handicap*
> *Regular classroom teacher*
> *School counselor*
> *Psychologist*
> *Social worker*
> *Physician*
> *School nurse*
> *Parent of the handicapped*
>
> *A written summary of the deliberations, findings, and recommendations of the placement committee shall be maintained and shall include the names and positions of the persons participating in each meeting. A report is made and included in each pupil's folder.*
>
> *The placement committee shall be responsible for reviewing each pupil's case periodically during the academic year and shall make recommendations on alternate placement and/or dismissal, as appropriate. If there is no objective evidence of pupil progress or adjustment, recommendations for reappraisal of the pupil shall be made by the placement committee to determine the appropriateness of special placement.*

> *In recent court decisions affecting the placement of children in programs for the handicapped, judges have, without exception, ruled that the 'due process' clause of t. . Constitution of the United States must be followed. Essentially, 'due process' means that the parent is fully apprised of all findings by the placement committee, that the parent has a right to alternative diagnostic efforts, that the parent is advised of the implications when the child is declared 'handicapped' and that the parent agrees to such a placement. It is strongly advised that districts procure parental signatures to the effect that 'due process' has been followed prior to the placement of a child in a program for the handicapped." (p.22)*

The placement committee's responsibility is to determine the best possible placement for the student. The goal of the school district — to provide maximum educational opportunity for all children — is to be uppermost in the minds of the committee members during the "staffing" of each student.

In practice, the building principal calls together the referring individual, the regular classroom teacher (if not the referring person), and the resource room teacher to serve as the placement committee. The principal is the committee chairman. It has been found most helpful to include the psychologist on the placement committee in order to provide the insights gathered from a two discipline approach. Parents should be consulted and their attendance at the placement meeting encouraged as they have a keen and invested interest in their child's school program.

The psychological test results now included in the student's folder are considered carefully. There is a discussion regarding all aspects of the child's school life as affected by social history information, area of difficulty, probable achievement potential and other such variables of importance as indicated by the needs of each specific student.

The options of placement possibilities for the student are determined not only by the services available within the school district, but also services provided by facilities not considered a part of the individual school district.

> *"A school district which has an insufficient number of handicapped children for an appropriate educational program can enter into a memorandum of agreement with another school district for the education of handicapped children." (p.83, Administrator's Guide)*

As the purposes of this manual are to provide a model structure for the learning disabilities resource room, there will not be an indepth discussion regarding considerations for all handicapped students. It will be sufficient to state that the placement committee needs to have awareness of all available services for handicapped students within a transportable distance.

If the parent(s) is unable to attend the committee meeting, the principal as chairman of the committee will assign one member the responsibility of informing the parent(s) of the committee's recommendation. The parent(s) will be told of the advantages of the recommended program. The parent(s) will have to approve the decision before the student can be actually "placed in a special program."

In Conclusion:

The screening procedures provide secondary benefits too often not considered:

(1) Teachers are made aware of the variance of student learning. Certainly, teachers all know some students learn faster, some slower; however, through discussion with special educationalists a concern for "why" learning rates differ comes into focus. This change of focus produces tolerance and understanding: traits that previously may have been lacking.

(2) Teaching grows in individualism. As teachers hear of the variety of teaching techniques used in the resource room they become stimulated to incorporate some new procedures into their small group teaching.

(3) Creativity and an increase of teacher made materials as well as the increase in teaching techniques are observed in schools with creative resource teachers.

(4) Those teachers referring students feel a growth in professionalism. They become part of the diagnostic staff and find their work and concern for the exceptional learner growing more sympathetic.

The entire screening procedure from referral to placement committee provides opportunity for each school to provide the services of a diagnostic agency. Those normal children who have been found to have handicapping conditions warranting special educational opportunities will also be closer to the actualization of their potential.

ORGANIZATION

Classroom Facilities

Record Keeping

- Test Data
- Diagnosis and Prescription
- Lesson Plans
- Anecdotals
- Work Folders
- Scheduling
- Classroom Observations

CURRICULUM

Skill Orientation
Classroom Orientation
Creative Curriculum
Auxiliary Curriculum

ORGANIZATION AND CURRICULUM OF RESOURCE ROOM

As with any classroom in our schools, the resource room involves procedure, structure and organization appropriate to the building in which it is located. All resource rooms have commonality and yet none can operate without a degree of individuality. The factors that are consistent throughout all resource rooms are: classroom facilities, record keeping, scheduling, and purpose. The factors that determine the individual differences are primarily curricular in nature and are related to the instructional program available within each school.

Organization of the Resource Room

Classroom Facilities:

The resource room should be at least the size of a small classroom (300-350 sq. ft.) in order for the teacher to be able to implement instruction for both small group and individual instruction as well and provide an area for "reward time." The classroom needs one teacher's desk and chair, two work tables with chairs, at least five pupils' desks, and a folding screen, or carrels, for privacy as required.

Due to the record keeping requirements a three drawer filing cabinet, as well as storage cabinets for materials, should be provided. The use of audiovisual materials necessitates accompanying equipment for proper use. Bulletin boards and chalkboards are also necessary for resource room instruction.

The room should have all the comfort characteristics of a regular classroom — adequate lighting, ventilation — and should be considered the equal of all other rooms in the building. The resource teacher should not have to share the facility with the library or clinic — although cooperation and

strengths have been seen where two resource room teachers share a large classroom (allowing for individual teaching units as well as equipment storage areas for each teacher).

The cost of supplying a resource room with materials and equipment would be approximately $1,700, using 1974 prices as a guide.

Equipment (tape recorders, listening station with ear phones, overhead projector, language master, curriculum kits, study carrels)	$800.00
Instructional Materials	700.00
Teaching Supplies (paper, pencils, markers, rulers, etc.)	200.00

This figure would be lower the successive years as it would be necessary to replenish only the consumable supplies and to purchase additional materials as the budget allows.

Record Keeping Requirements:

The forms required in the resource room are designed to meet needs as required by the student, parent, teacher, district, and state.

A. **Test Data:** The filing cabinet will contain the child's referral folder and all pertinent test data. The initial diagnosis and prescription will be included in this folder. This information is available to concerned members of the school community and parents.

B. **Diagnosis and Prescription Forms:** The prescriptions need to be evaluated and revised on a regular basis during the resource room placement. A duplicate prescription to serve as direction for remediation will be kept readily available to the resource teacher and interested and appropriate adults.

An example of the form is given:

DIAGNOSIS & PRESCRIPTION

Name of Child: _____

Child's Problem:

Instructional Materials and Date of Initiation:

Educational Prescription:

Evaluation:

Revisions:

Evaluation:

C. **Lesson Plans:** Once the resource teacher has decided on the time slots of the tutorial instruction periods, the grouping of students is required. Not all grade level students need be in the same group. Due to individualized instruction it will not matter if children representing three grade levels are arriving at 9:00.

The planning periods of the teacher's day are to be used to prepare the material within the students' work folders. Sequential skill development is carefully prepared to facilitate learning.

However, it may be that several children need identical skill tutoring. In this case, grouping is to the advantage of the resource teacher. Let it be understood, however, that these children *did not* learn the skill when it was presented previously in group instruction. They need the one-to-one intensiveness to learn now! For this reason, grouping is to be discouraged as a crutch or as a teacher benefit. Student benefit is the resource room goal.

Lesson plans should be carefully prepared — more so than in the regular classroom. The lesson plans are for (1) supervisory evaluation and (2) the simple reality of keeping up with 26 students in 26 different places in "the book." Without a daily review it is impossible for the most competent teacher to stay abreast of the progress of the 26 students working in individualized learning programs. With a little experience the resource teacher will be able to gauge a student's probable progress for a week and do lesson plans for a week at a time — remembering that flexibility is the the crucial factor. The student must progress at his or her rate — not at the teacher's expectancy rate. It is, therefore, recommended that the resource room teacher prepare lessons one day at a time — giving attention to the skill mastery of each student. The work of several days should be evaluated by the use of a teacher-made test. A re-test is recommended after several days to assure that the learning has been cemented into place.

D. **Anecdotal Records:** Narrative accounts of student behavior, achievement, and attitude are kept in order to ascertain student achievement. Oftentimes the student progress may be slow and gradual and therefore overlooked. This form also provides a ready reference for report periods.

GUIDELINES FOR SUMMARY OF ANECDOTAL NOTES

Student: _____ Date: _____

Teacher: _____

I. **Typical Behaviors:** (Be very specific)

II. **Atypical Behaviors:**

Types of Behavior: (Be very specific)

Degree of Deviation:

Frequency — daily _____ weekly _____ etc. _____

Approximate time: List days of week: _____

List morning /noon /afternoon _____

III. **Child's Reaction to:**

Self

School

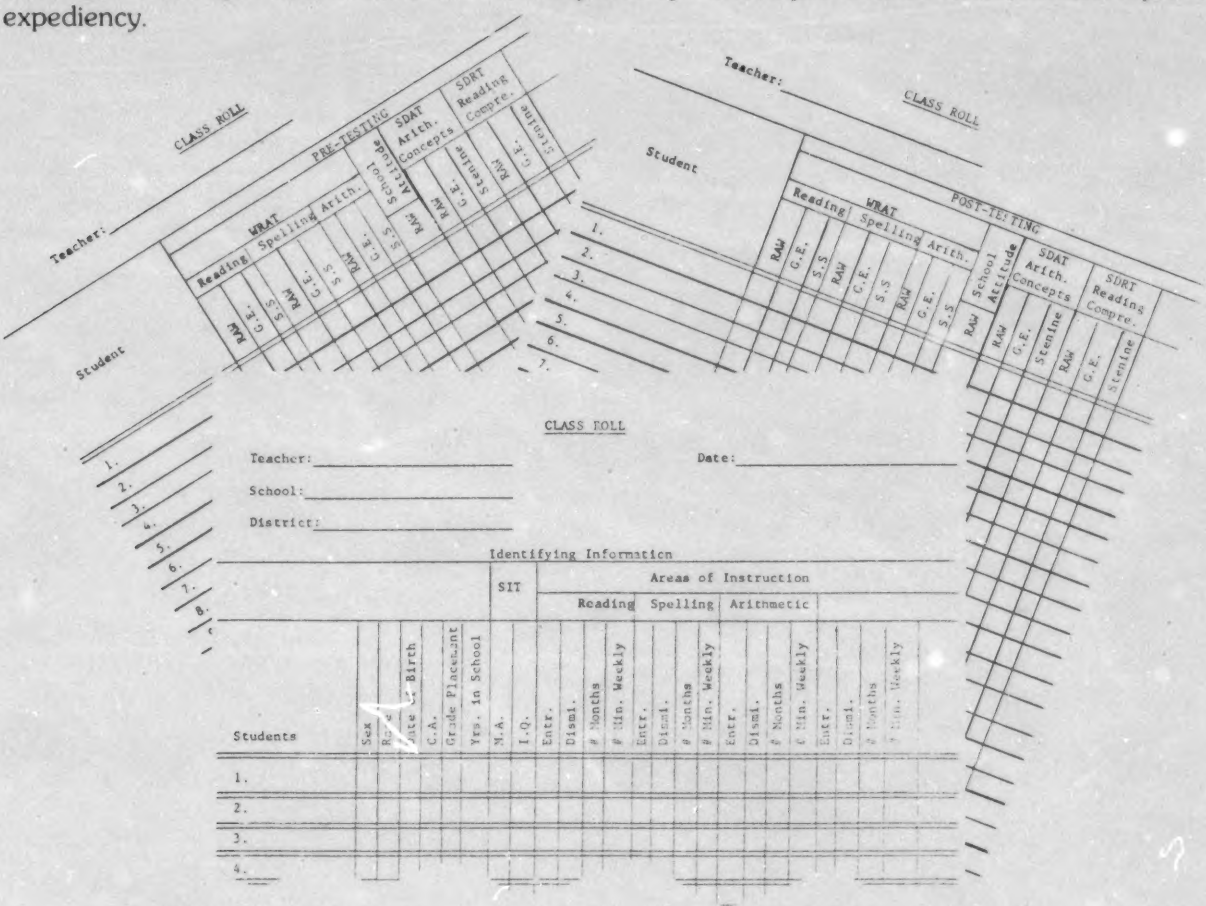
Others

Teacher

The initial anecdotal notation should be comprehensive and serve as a reference for future comments. Subsequent entries can refer to previously stated behaviors and may be brief, diary summations. Friday is a good day to review the student's week and record meaningful statements.

Record Keeping Made Easy: The record keeping requirements appear to be staggering to the inexperienced. They *can* even be a little staggering to the experienced! However, there is a way to handle the necessary recording with minimal effort.

The record keeping system used most successfully is one recommended by an experienced resource room teacher. This book is a purchased material from Loose Leaf Systems, 16220 Orange Avenue, Paramount, California, 90723. The pages and sections lend themselves to all of the needs of the resource unit. The district expense will be approximately $3.50 per resource unit if it chooses this notebook. The expenditure seems to be money well spent as it provides structure, conformity and expediency.



The data section of the log book gives all the identifying information required by a district and state: name, sex, age, years in school and test scores (September and the following May), dates of referral, screening and placement.

The calendar section is for the convenience of the teacher. The lesson plan section is arranged according to the school's adopted schedule and to the children's need within each group. The attendance section is manipulated to serve as a record keeping section for parent, teacher, principal and placement conferences. The anecdotal section looks much like a diary with each student's anecdotal report on a separate page(s). The prescription section contains the duplicated and updated prescription for each student.

E. **Work Folder:** A sample of the student's work should be available to indicate the teaching which is on-going. The work folder may be used by the resource room supervisor to evaluate the match of student need to the remedial technique being employed. It is helpful to prepare the folder with work to be accomplished during the week. This allows the student to move at an individualized pace and promotes independence — picking up the folder and beginning to work. The work will be sent home periodically — but the teacher should keep illustrative samples for comparison purposes.

F. **Scheduling:** The most tedious and difficult responsibility of the resource teacher is arranging for students to receive tutorial assistance individually or in small groups of four on a regular basis while keeping in mind demands of the other activities within the school that must be met. Two types of scheduling have been popular in the project classrooms:

Schedule A:

8:00 - 9:00	Pre-School Planning
9:00 - 9:45	Group A
9:45 - 10:30	Group B
10:30 - 11:15	Group C
11:15 - 12:00	Group D
12:00 - 12:30	Lunch Break
12:30 - 1:15	Group E
1:15 - 2:00	Group F
2:00 - 2:30	Group G
2:30 - 3:10	Post-School Planning

Groups A, B, and C are filled by a total of no more than 12 students, all needing a heavy concentration of remedial tutoring.

Group D is a group of two students — perhaps two children who need intensive remedial assistance.

Group E and F lend themselves to alternate scheduling. Group E can be divided into E^1 on Monday, Tuesday, and Wednesday, or Monday, Wednesday and Friday. E^2 would be serving another group of children on the alternate days. (F^1 and F^2 would operate similarly). Group G will be divided to handle different children during the week. Considering the time of day this period best serves to reward regular classroom behavior for those children needing to establish better controls. For example: A behavior control program may be established in the regular classroom which is to be rewarded at the end of the day in the resource room.

Schedule B:

8:00 - 9:00	Pre-School Planning
9:00 - 9:45	Group A
9:30 - 10:15	Group B
10:00 - 10:45	Group C
10:30 - 11:15	Group D
11:15 - 11:45	Planning Time
11:45 - 12:30	Lunch
12:30 - 1:15	Group E
1:00 - 1:45	Group F
1:30 - 2:15	Group G
2:15 - 3:10	Post-School Planning

Schedule B is more demanding and offers some distinct advantages. The teacher meets with two or three students for 30 minutes of active individualized instruction. When the second group arrives for its period the first group works independently for 15 minutes. This schedule allows individualized tutoring and demands independent desk work, too; thus more closely approximating the atmosphere of the regular classroom.

Both schedules call for 45 minute periods of tutorial instruction. The 45 minute period is strongly encouraged as it provides enough time for the pupil to be taught, to learn and to assimilate (or drill). A period of less than 45 minutes tends to provide only 15 minutes of instruction time because of the arrival-departure confusion. Fifteen minutes do not provide *learning* time. Let's follow one hypothetical class through a visit to the resource room using Schedule A:

9:00 Four children enter the room, are greeted by their teacher, Mrs. Wilson. They know to get their individual folders from the box on the table.

9:02 They have seated themselves in their assigned areas and open the folders to see what's in store for them that day.

9:03 The first sheet is a review of yesterday's work. Three begin to work. Mrs. Wilson, the resource teacher, approaches Danny, asks him if he thinks he understood yesterday's work. "Sure," he says. "O.K., then I'd like you to think about syllables today," says Mrs. Wilson. The teacher then instructs Danny about a concept of syllabication he needs to learn.

9:10 Danny is left to practice what has just been taught him.

Mrs. Wilson asks Jane and Louis to listen to the tape recorder and follow directions regarding a phonetically consistent spelling lesson.

9:15 Bill is then given one-to-one attention.

9:20 The teacher checks with Dan — quickly assesses his skill development and provides more instruction as needed.

9:25 Another check with Bill — to see that he stays on the right path.

9:30 Jane and Louis are ready to progress to the next short vowel sound and blending exercise — with teacher assistance.

9:35 Dan is growing restless and needs a little teacher attention (positive and encouraging). He reviews yesterday's work. "That's a snap," he says.

9:40 The class puts away the folders and has a little free time for working so diligently.

9:45 "Goodbye" — to them.
"Hello" — to the next group.

G. **Classroom Observation:** The resource teacher will need to serve the students, but also will fill a need in the building to serve as an *objective* observer of learning environments. For this reason time should be set aside for regular classroom observation. Classroom observation is an important vehicle for a better understanding of the problems faced by the teachers as the exceptional learner reacts to curriculum and reacts to the subject presentation. Through observation, the resource teacher will be better able to suggest appropriate curricular modifications and additional remedial materials.

Curriculum of the Resource Room

In the elementary school (grades 1 through 5) students who need remediation in a variety of skills and subject areas will be referred to the resource room. It is a difficult task to try to anticipate the remedial needs of students within the resource room a year ahead of time. For this reason there is an emphasis of creating individualized materials. However, the resource room needs to be supplied with the full range of regular curriculum of the school along with skill oriented materials to augment this instruction. Not only material for grades 1-5, but pre-academic skills — readiness skills — will also be taught in the resource room; therefore materials need to be available in this area also.

Regular Classroom Curriculum: The choice of material available to the student in the classroom as well as programs used will be a determining factor in resource room curriculum selection. The resource teacher must remain cognizant of the student's "real world." By teaching remedially, with the books of the regular classroom, the student will be more apt to generalize the learning and maintain dignity.

Sources of fine information for teaching activities and concept development are available in the teachers guides which accompany grade level students' books. In some cases it may be necessary to use a teacher's guide which is a grade level or two lower than the students' actual grade placement in order to locate activities appropriate for the needed remediation.

In the area of spelling, for example, the regular book may be used but the scope of the lesson narrowed. By studying six words instead of the selected fifteen in the spelling unit, a student may feel less overwhelmed and therefore be encouraged to learn the concept taught within the lesson and the mastery of six words. (Surely, there will be agreement that learning six words and one concept is better than learning no words and no concept.)

In arithmetic the resource teacher will be able to provide concrete objects and remedial activities to enable the student to "see" the mathematical operations of a problem. As arithmetic skills build one upon the other, the student needs a firm foundation of conceptual understanding before the next lesson can be assimilated. Because language problems interfere with arithmetic learning, the resource teacher must be prepared to remediate not only computation skills but also the language skills necessary to understand the concept of the required operation.

Skill Oriented Curriculum: Tutoring requires the one-to-one teaching of a necessary skill that has not been, but must be, learned. Learning disabled students have "gaps in learning." They may have learned 3rd grade skills with the exception of those that build on the 2nd grade skill that they did not learn. The student may be ready to advance into 3rd grade arithmetic computation, but is unable to read a word in Book 1. The learning gaps of the individual student require that the teacher be prepared to teach this student with materials that do not insult sophistication. For example: "Run, Jane, Run" will not turn on a ten year old boy! It will not even please a ten year old girl!

The student in the 5th grade who panics at a three syllable word and "knows" that deciphering it is "impossible" needs to learn syllabication and experience unpressured practice in it. The skills of syllabication are all that need be taught; the teacher need not have the student read a story in basal — need not review vowel sounds. The need is only to teach those rules that will assist the student in the unlocking of longer words.

The teachers in the Child Service Demonstration Program used an instrument designed for testing and teaching skill development. *Learning Evaluation and Activities Development* (LEAD) developed by the Aiken County Department of Special Programs, directed by Dr. John B. Bradley, provides criterion referenced testing and teaching activities for the elementary subjects of reading and arithmetic.

An instrument of this nature provides structure and instructional order that are needed by the resource room teacher. Through the use of criteria referenced materials the inexperienced teacher is better able to teach sequential skills with a minimum of apprehension and a higher degree of efficiency.

Creating Curriculum Programs: Individualizing curriculum is the key. Materials are significant, but only as far as they can be personalized for the student. The tape recorder has been suggested in the materials and equipment list published for the resource room. Learning through the use of tapes requires: (1) independence, (2) attention, (3) listening, and (4) concentration. Learning through tapes provides: (1) sophistication, (2) motivation, and (3) individualized pacing.

Teacher made tapes can call students by name occasionally, encourage, and praise as well as teach needed skills utilizing the paper work activities provided by many programs. For example: short "a" sound is being taught utilizing work sheets from three different publishers, the continuity is provided by teacher instruction through individualized tape cassette.

Auxiliary Curriculum Programs: The curricular programming within each school will most assuredly affect the resource room. Schools utilizing such programs as Fountain Valley, Individualized Math System, Wisconsin Design, as well as team or unit approaches to organization, bear a great significance on resource room teaching.

Two aspects of the auxiliary programs must be considered:

1. **Content.** The IMS (Individualized Math System) and IGE (Individually Guided Instruction) programs are typical of skill oriented curriculum programs. Schools with this type program offer the exceptional student highly structured and isolated sequential skill formats which lend themselves to remediation without extraneous skill interference. Of course, publishers of all curriculum have materials for specific skill remediation — but some seem more manageable for adaptation. It is imperative to remember that tutoring is oriented to isolated skill teaching — with the transference of skills learned into generalizations in practice. Many students know the rules by rote, but are unable to use the rules in independent study. As isolated skills are learned the teacher must provide the student with the opportunity of practicing learning, successfully and independently.

2. **Scheduling.** With schools using the individualized programs or unit and team approaches to teaching, and assisted by a variety of in-house specialists scheduling can be more difficult and complicated. Within these schools there is movement, exposure to teaching styles of several teachers, and involvement of a larger number of personnel working with the student. The resource teacher needs to interact with more than one teacher, needs to schedule tutoring around specialists' and units' schedules and needs to be always cognizant that *children need time to adjust.*

In Summary:

The weight of responsibility determined by curriculum, organization and record keeping necessitates that the resource teacher be a skilled teacher, competent administrator and self-directed.

Open classrooms, crowded classrooms, and changing classes can be overly stimulating for a learning disabled student. To minimize the stimuli of such conditions, the personnel working with a resource room student should strive for a simple and constant schedule providing as much internal structure as feasible. Consideration of each school will necessitate resource rooms to be building-oriented instead of district-oriented in regard to curricular and organizational needs. Record keeping of the resource room should be district-oriented for ease in data collection and analysis.

REPORTING STUDENT PROGRESS

Reporting to the Child
Reporting to the Parents
Reporting to the Teacher
Reporting to the Principal
Reporting to In-House Committes
Reporting to the District Office or
State Department of Education

REPORTING STUDENT PROGRESS

The resource teacher's tasks include: (1) determine educational objectives (both short and long term), (2) decide upon methods, (3) assess the effectiveness of each child's program, and (4) report the progress toward the goals to concerned individuals or agencies.

The type of reporting system used to convey student progress in the resource model infers or assures that the child receives instruction from one or more regular classroom teachers as well as the resource unit teacher. Therefore, the goals for the child and the progress ratings are determined by more than one teacher. It is important to make the student progress report appropriate to the person receiving it.

Student progress reports are periodically requested by State Departments of Education, District Boards of Education, and superintendents. They may also be requested by the district supervisor of special education or other administrative personnel. The reporting procedure is more formal to persons who have no direct contact with the student. Informal progress reports (written or verbal) to students or other teachers should embellish clinical data.

The resource units in this project operate generally within a clinical teaching framework. Each child has been individually screened, evaluated by a school psychologist, and had an individual educational prescription prepared by the resource teacher.

Obtaining Report Data

The most efficient and organized method for collecting pupil data within the resource room has been through the use of an adaptable teacher log book. The sections of this book permit the teacher to track (1) pre- post-test data, (2) initial and up-dated prescriptions (3) anecdotal records (4) lesson plans, and (5) conferences with parents, principal and teachers. The necessary information for a report to a concerned agent is readily available to the teacher with minimal effort. Pictures and further explanation of the log book are found in Chapter 4, "Organization and Curriculum."

Reporting to the Child

The resource teacher relates to each student as an individual, and this individualized approach is maintained when reporting the child's progress.

The daily work record kept by both the child and teacher provides an immediate progress report. The *child may also wish to keep a record* of completed work in a personal notebook or work chart. The teacher will keep a daily log or weekly anecdotal record of the child's behavior and the type of work he is doing. A permanent work folder is maintained with samples of completed work which visibly reflect the progress being made. These items kept by the student and teacher become the basis upon which any objective progress report is made.

One approach for reporting progress to the child could be the use of an evaluation form similar to the following:

I have improved these skills _____

_____

_____

In _____ I am learning about _____
(subject area)

_____

I would like to learn more about _____

_____

The teachers could complete a similar form and then, by comparing results with the student, become aware of similarities or differences in perceptions. The honest appraisal of need as seen by the child and teacher should lead toward meaningful learning and maximum student motivation.

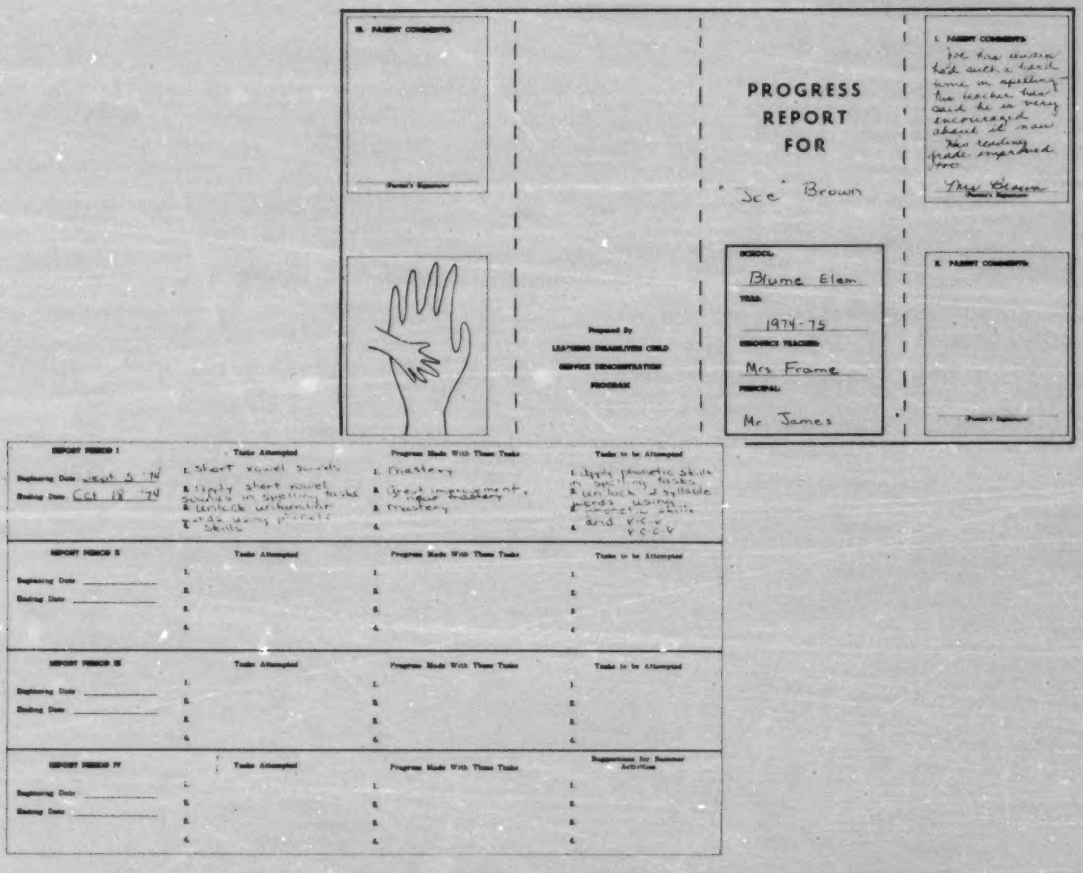
Reporting to the Parents

The parent should be concerned with the child's placement in a special class setting and will want a report of some nature regarding the child's progress. It may be possible for the resource teacher to add a progress report on the regular report card being used in the school. If this approach is not feasible, or conveniently possible, a special card for the resource unit may be a meaningful message. Owing to the individualized nature of resource room instruction, the card should reflect individually set objectives in the specific areas of remediation: reading (vocabulary or comprehension); arithmetic (computation or story problems); school attitude; and behavior (attention, following directions, etc.).

The report should show the amount of progress made toward these objectives as well as any changes in objectives.

Space should be provided for the parent tc react to the educational objectives and to the child's progress toward these stated objectives. The card developed by the South Carolina Learning Disabilities Child Service Demonstration Program is an example of such a report.

A typical report card for "Joe" clearly portrays to his parents that Joe mastered short vowel sounds and has been able to incorporate the knowledge into his spelling skills. The teacher explains the next area of concentration of effort. Apparently Joe missed vowel sounds in the first grade. Without a solid foundation of these skills, he will not be able to use syllabication skills to unlock longer words.


PROGRESS REPORT FOR

Joe Brown

Blume Elem

1974-75

Mrs Frame

Mr James

Another method of communicating a child's progress to the parents may be less formal than the printed report. A handwritten note accompanying completed work has been used effectively with some parents. Communication of interest initiated by the teacher has been especially successful in stimulating parent interest and active involvement with their child at home. The opportunity to converse freely and informally in a scheduled parent conference about common concerns of parent and teacher is an effective means of reporting progress. The child's best friend or a favorite adult may also be a person who should receive a report because of his influence on and importance to the student.

Reporting to Other Teachers

The process of mainstreaming exceptional children into regular classroom and curriculum (but with resource units support) demands that the teachers frequently discuss goals, progress, and necessary adjustments to assure the child's success in *school* as well as in the resource unit. The youngster's and the school's capacity must be part of the determination of each child's objectives. The establishment of reasonable expectations must include consideration for time, materials, and those capabilities.

Most reports between colleagues tend to be verbal and informal, frequently being made in the hall, over lunch, or during playground duty. In such instances the reports tend to be brief and imprecise. To avoid misunderstandings as well as incomplete reporting, the teachers should establish a time of the day for the specific purpose — of a professional exchange of information regarding the student's progress toward delineated educational objectives. By taking the time to sit down with the student's work folder and prescription, the communication will be meaningful and beneficial to teachers and student. Teacher-to-teacher reporting in this manner will require the incorporation of conference time into the teachers' school day schedules.

A written report should give specific information to aid the regular classroom teacher in developing a broad instructional program. The written report serves other purposes as a progress report, ready reference for classroom remediation, and an aid in maintaining positive communication.

Reports returning to the regular classroom teacher should emphasize positive aspects as well as the child's present status. (REPORTS SHOULD NOT CONTAIN MATERIAL WHICH WOULD TEND TO LABEL THE CHILD IN A MANNER THAT MIGHT BE DETRIMENTAL TO HIS PROGRESS AFTER RETURNING TO THE REGULAR CLASS PROGRAM.)

(Example of form for teacher-to-teacher reporting)

Skill currently being developed: _____

Materials used: _____

_____

Functional level when student began work in this area: _____

_____

Present level in this skill: _____

Student response to techniques in resource room: _____

_____

Suggestion for regular teacher: _____

_____

_____

Reporting to the Principal

A report of student progress to the principal will include information of a more statistical nature. Items to be included might be: pre- and post-test data (in specific skill areas), objectives, teaching methods and pertinent attitudes of the student. This report might be in the form of a class record, giving the principal an overview of progress being made by an entire case load.

(Example of form for reporting to the principal)

Resource Unit _____

Teacher _____

	NAME	SKILL	PRE-TEST	POST-TEST	OBJECTIVES	METHOD	ATTITUDE
1.							
2.							
3.							
4.							
5.							

Reporting to "In-House" Committees

Teams within the school that are concerned with the student's resource unit progress will be expecting periodic progress reports. This would include diagnostic teams, placement committee members, unit teams or team teachers. It is recommended that during the teams regular meeting, members should receive data similar to that given to the principal. With this information the team will be able to provide meaningful contributions as to the agreement of continuing or terminating a particular remediation.

Reporting to the District Office or the State Department of Education

Reports of this type are generally always formal and a form is often provided by the information seeker. The resource teacher is advised to keep up-to-date records of frequently requested data such as:

number of students from specific grade levels
sex and race of students
minutes of remediation per week
hours of teacher instruction per day
hours of teacher preparation per week
pre- and post-test data
anecdotal records
current work folders
prescriptions and corresponding materials

The Administrator's Guide states:

> *Pupil records shall be maintained in such a manner as to clearly indicate the screening, evaluating, and placement processes employed to assign the pupil to a program for learning disabilities pupils. These records should also reflect the environmental history, educational training and services provided, and the children participating in the program.* (§21-295.14 of South Carolina Code.) (p.47)

Persons working with children who have learning disabilities may find it helpful to prepare periodic reports concerning the achievement of the instructional and behavioral goals set for them. In addition, it is helpful to make a periodic review of progress achieved in alleviating discord between the child and other adults who frequently contact him.

All programs for the learning disabled are reported in the district's "Annual Plan for the Education of Handicapped Pupils" and on form SDE 29-029-00, "Verification of Pupils Enrolled in Programs for the Handicapped," which accompanies the district's request for excess cost reimbursement. For purposes of securing state aid, self-contained classes are reported on form 73-54, "Cumulative Report of Local Principals to County and State Superintendent," and resource or itinerant programs are reported on form 29-035-00, "State Aide Report for Teachers of Handicapped Children Enrolled for Other Instruction in a Regular Class." (State forms: Appendix H).

In Summary:

The report of student progress must be accurate and contain meaningful information. If information is not specifically requested of the resource teacher, it should be assumed that the people involved with the child have questions, but have not expressed them. The resource teacher should take the initiative in approaching the parents, other teachers, and the principal with a "state of the student" report.

As with any report it is recommended that the communication be specific, positive in nature and reinforcing. The report should be pertinent to previously determined objectives as well as indicate the proposed direction for additional tasks to be accomplished.

Consideration must be made to allow for feedback from the teacher. Students and parents should be encouraged to respond to the report in order to assure open and continuing communication.

Districts are urged to establish formal procedures for the relaying of information regarding the student's resource room progress. Informal reporting procedures are often imprecise and do not convey complete statements of the student's remedial educational program.

USE OF VOLUNTEERS

Qualified Personnel
Objections and Rebuttals
Volunteer Services
Supervision of the Volunteer Aide
Format for Volunteer Training

USE OF VOLUNTEERS IN THE SCHOOL

The introduction of more adults into the classroom has proven to be effective in bringing more individual attention to the exceptional learners who desperately need help. Initially, the additional adults were used to free teachers from clerical, housekeeping, and monitoring duties, thus enabling them to perform the professional functions for which they had been prepared.

The rapid growth and spread of various volunteer programs in the last several years is a strong indication that the values gained from such endeavors outweigh the drawbacks and disadvantages. The increased acceptance of volunteers in the classroom reflects a widespread acceptance by both educators and lay-public that a child's education requires community support and involvement.

The resource room model does not include the services of an aide as a requirement for operation. However, with the demands of individualized teaching, curriculum modification and record keeping, resource teachers have appreciated the services of volunteer assistance. It is the purpose of this chapter to delineate an appropriate course of action for the school district considering the utilization of volunteers. The volunteer will be able to assist the resource teacher or the classroom teacher as a result of the district's training program.

Qualified Personnel

Anyone who is concerned and dedicated to the education of the community's children is a qualified volunteer assistant. Volunteers can be parents, non-parents, young, middle-aged or senior citizens. However, the one ingredient necessary to all is that they share an interest in children's education and a commitment of time. People from the community who express a sincere desire to assist the school should be given the courtesy of careful consideration for an assignment within the school. It may be necessary to find a placement not previously considered by the applicant. Need to be of service to the students has brought this person forward; however, the school personnel should have final judgement as to the role best suited for each prospective volunteer. It is possible through the use of interview techniques to establish strengths as well as weaknesses, thus assuring a better match of volunteer skills to the school's needs.

Objections Often Raised

Regardless of the proven effectiveness of volunteers in the classroom, there can be associated problems. To a large degree these exist because of prejudices based on: (1) Previously unstructured attempts, (2) Fear of interference, (3) Complacency, and (4) Feeling on the part of some administrators that the child should not be exposed to too many teachers (in this case, teacher figures).

Objection:

"Our teachers prefer to work alone. They do not want someone else in the room."

Consideration:

It is possible that the teacher doesn't know how to "use" an aide. This teacher could feel the teaching time would be impinged by having to "teach the tutor."

This problem can be eliminated by providing training for both teachers and aides, as well as providing time for "gripe sessions." It would be foolhardy to assume that every teacher knows how to use the services of an aide. The teacher needs supervisory skills in order to incorporate the volunteer in a meaningful fashion. Through in-service programs and guided faculty discussions, the teachers could be instructed in methods of aide involvement. Having concluded an introduction to the utilization of volunteer services, the teachers could respond informally or by prepared form as to the needs within

their classrooms and to the manner in which they would wish to have assistance. (Aide training is discussed later in depth.) An example of a volunteer form is shown:

TEACHER REQUEST
FOR
VOLUNTEER SERVICES

Lunch _____
Recess _____
After school _____
Before school _____

Content Area

Reading _____

Arithmetic _____

Social Studies _____

Science _____

Small group Leader _____

Assistance with large group _____

Specific tutoring one-to-one _____

Prepare materials _____

Read to group _____

Clean shelves _____

Organize file _____

Other _____

Comments _____

_____

_____

The "gripe sessions" provide a therapeutic, information-gathering service. The team work involved in the aide-teacher relationship demands continuous open and honest communication. The district may wish to use an impersonal technique of questionnaire or may feel that in-house discussion groups will fill this need. Regardless of adopted approach, both teacher and aide should be recognized and considered.

Objection:

"Irregular attendance of volunteers is a real problem." Having become used to an assistant who then becomes an intermittent visitor can cause a disruption of an appropriate program for the children.

Consideration:

The first few visits of the volunteer are the crucial ones. If the volunteer has seen the need to be present and has felt appreciated by teacher and students, continuing attendance will be better assured. Appreciation and meaningful service will be the reward for time donated. It would be unrealistic for a teacher to expect devoted attendance from the aide who is not being rewarded in a meaningful fashion.

Objection: "It may be impossible to recruit the needed volunteers from a rural low-income area."

Consideration:

Fear of the unknown and mistrust grown out of fear prevent many people from offering assistance. The low-income rural people may have had previous negative experiences with the schools which have in turn created an insecurity they feel quite strongly. Pride along with this insecurity will inhibit their decision to help — unless they can be shown that appreciation, not humiliation, will be their reward.

The Positive Approach

The objections raised by those who oppose volunteers in the classroom can be answered by a district approach to the program. By assembling the professionals who wish to gain benefits from assistance, the district can establish a committee which will be able to outline a training course that will prepare the local teachers and interested volunteers for a harmonious union of effort.

It is necessary to remember: PROBLEMS ARISING FROM VOLUNTEER SERVICES DIMINISH GREATLY WHEN A DISTRICT HAS PROVIDED CAREFUL PLANNING, THOUGHTFUL COORDINATION, AND EFFECTIVE TRAINING OF BOTH VOLUNTEERS AND STAFF.

Volunteer Services Found Across the Country

Art Demonstrations—Volunteers will have the time to arrange attractive displays of students' work in hallways and room. They can instruct in the use of art medias and provide musical entertainment or instruction.

Luncheon Duties — Volunteers can collect lunch checks, tally numbers, monitor lunchroom, and decorate lunch area for holidays.

Special Programs — Volunteers can begin friendship programs. Adults serve as friends to students who need encouragement, attention, and mature guidance.

Volunteers can relate travel experience, and hobby interests (geology, bird watching, archeology, taxidermy).

Assisting with Materials:

—operating audio-visual equipment (projector, slide projector, tape recorder)
—preparing audio-visual materials (transparencies, tapes, duplicating materials)
—preparing flashcards and charts

Classroom Assistance:

—reading aloud to children
—listening to children read
—tutoring in the areas in which the teacher feels the aide has competence

—writing stories dictated by the students
—playing reading and word games

Supervision of the Aide

The total responsibility of aide supervision and direction falls to the teacher. It is necessary that there be complete understanding and open communication between these two people. The teacher must know *how* the aide can be of most service while utilizing the assistant's talents and interests.

It is best to have an informal meeting between the teacher and prospective aide to discuss the expectations of both in their combining of efforts for student profit.

Items to be covered in this meeting should be:

1. Special and regular duties
2. Anticipated record keeping
3. Student schedule and aides preferred schedule
4. Special interests of the aide
5. Anticipated duties as seen by the aide
6. Confidentiality of student information
7. Handling of student discipline
8. Regularity of aide attendance

The teacher is responsible for providing the aide with a duty roster or lesson plan. An aide will have feeling of insecurity in the beginning without structure in the day. It is often best to start an aide with chores requiring little student contact until students and aide are comfortable with each other. The aide will never replace the teacher and should not be expected to serve as the teacher — with the possible exception of small group tutoring as the teacher sees fit.

It has been found helpful to have the new aide follow these suggestions:

1. Become familiar with school building and personnel
2. Exchange phone numbers with your teacher
3. Practice observing daily activities
4. Notice teacher techniques in directing the students
5. Learn students' names
6. Ask for clarification when you do not understand an assignment or suggestion
7. Praise students' efforts
8. Give encouragement to students when you can
9. Lend personal assistance to pupils whenever possible
10. Be patient when dealing with the students
11. Be on time and leave at an appropriate time

Suggested Format for Volunteer Training

Having compiled a list of interested parents or possible volunteers from the community, the district-level person chosen for volunteer training should inform these people by mail or phone of the training meeting including both location and time.

The agenda might include these items:

1. Discussion of Attitude

   The volunteers must be willing to be trained and understand that they will receive directions from the teacher.

2. Discussion of Dependability

   If a person is to be of real service to an agency, he/she must be dependable. If for some reason absenteeism is necessary, the volunteer must assume the responsibility of notifying the proper person.

3. Community Communicator

   The volunteer serves as a public relations person. The volunteer serves as a vital link between the school and the community. If the volunteer finds fault with the services of the school, he/she should first question the school personnel regarding their position before condemning the practice.

4. Discussion of Responsibility

   The volunteers should be informed that as a member of the school family, they will be expected to maintain the confidentiality of all records and actions of the students within the school. This is a good time to introduce the concept of "gripe sessions" so that the sessions will not be a threatening procedure after the volunteer has been in the classroom.

5. Open Discussion

6. The finale of the meeting will be in establishing the preference of the aides for:

   a) working times
   b) student grade or age groups
   c) areas of interest or hobbies

A second meeting of the volunteer training program could include:

1. Use of audio-visual machinery and use of mimeograph equipment.

This format will provide information regarding the volunteers capability in use of audio-visual equipment:

VOLUNTEER _____ SCHOOL _____

	CAN ALREADY OPERATE	SATISFACTORILY DEMONT. SKILL
1. Opaque projector		
2. Overhead projector		
3. Filmstrip and slide projector		
4. 8mm motion picture projector		
5. 16mm motion picture projector		
6. 35mm slide projector		
7. Tape recorder		
8. Record player		
9. Language master		
10. Video tape recorder		
11. Teaching machines		
12. Reading machines		

2. Examples of teacher-made materials and how they are used for remedial teaching
3. Common games found in the school
4. Technique of reading aloud to a group; voice control, showing of illustrations and technique of

asking comprehension questions. If an opaque projector is available, it should be incorporated into this area of instruction.

5. Fire drill procedures
6. Assignment

The district may wish to implement this form for volunteer assignment:

VOLUNTEER ASSIGNMENT

NAME _____

ADDRESS _____

ASSIGNMENT:

DEPARTMENT _____

DUTY _____

DAY _____ HOURS _____

LOCATION _____

RESPONSIBLE TO _____

ORIENTATION COMPLETE _____

IN SERVICE TRAINING _____

It has often been of value to give volunteers an introduction to behavioral control techniques. Due to the complexity of this area it may be well to use filmstrips, films or booklets geared to the lay person.

Summary

The expectations of the school's classroom teachers and district supervisors require that the resource room teacher be a proficient tutor, an organized data collector and a consultant for curriculum adaptation.

As there is no state aid available for additional teaching personnel in the resource room, schools may find that volunteer assistance strengthens the resource room program.

Volunteers can, and in many instances do, relieve the teacher of routine tasks, material preparation, and monitoring of student practice activities. The alleviation of such responsibilities permits the teachers to devote more time to the task for which they have been prepared: teaching.

It sounds easy: "use a volunteer." It sounds efficient, it sounds progressive. It is! But it takes thought, time and preparation at the district level. The school's principal can initiate a meaningful service to teachers of the school if district level support is unavailable. Regardless of the point of origin, the more organization and structure built into the initial phase, the more benefits will be reaped. For additional information the reader is referred to:

School Volunteers: Districts Recruit Aides To Meet Rising Costs, Student Needs.
National School Public Relations Association, Arlington, Va. 1973

Suggestions to the Teacher for Improvement of Teacher Aide Activities in the Classroom.
Office of Programs for the Handicapped, State Department of Education, Columbia, S.C.

Paraprofessionals in Schools: How New Careerists Bolster Education.
National School Public Relations Association, Arlington, Va. 1973

Parents of the Learning Disabled Student

Case Histories

Advice for the Parent

Organizations and Agencies

Organization of a Parent Group

Parent's Reading List

PARENTS OF THE LEARNING DISABLED STUDENT

The parents of an LD child will find themselves bombarded with suggestions from a wide variety of sources: neighborhood friends, relatives, as well as professional persons such as psychologists, medical doctors and educators.

Prior to real awareness to the problem and/or while awaiting assistance for their child who is facing failure and frustration in the classroom, the family is being affected. Due to the social and emotional forces operating within the family unit, the frustration of one member can cause a "wave affect" reaction among the other. When the LD child faces frustration and reacts to it — often times reacting inappropriately — the parents feel not only sadness regarding the child's frustration, but also a resentment toward the child's inappropriate behavior. In addition parents feel ambivalence, guilt, fear (just as all parents must at one time or another), but their emotional reactions differ in that they must always subside to the reality that theirs is still a handicapped child who seems normal, but doesn't appear to learn and/or behave normally.

An LD child in the home can cause great suffering. This suffering *must* be understood and appreciated by the school personnel. Without this necessary awareness of the family's agony, educators will fall short of their goal of providing the best overall educational service to the students. The LD student needs to develop academic skills and also needs the will to overcome learned resentment, distrusts and low self-esteem caused by all the years of frustration and failure.

To emphasize the point of family distress the following case studies are presented (Brutten, Richardson and Mangell, p. 12-16, 19-22)[1]:

> *The child is obviously quick and bright, but he shreds the hearts of his parents. His explosions have pushed him beyond the endurance of his family and his teacher. School routine is impossible when he is in the room. Unable to work at his classmates' first-grade level, he allows no one else to work. Four doctors, one a psychiatrist, have said he is emotionally disturbed, but a year of expensive therapy has not helped. Guilt-ridden and desperate to the point of sleeplessness, his parents are leaning to the advice of one of the physicians, who has said, "There's nothing more you can do. Put him in a home."*
>
> *The day after that counsel, the mother, Theresa Anderson, waited until her husband had left for work, took his pistol from the bedroom closet shelf, loaded it, and called her three young children into the living room. She lined them up in front of the fireplace — Tim, eight, Bobby, six, Susan, three — and prepared to kill each of them and then herself. Mrs. Anderson, intelligent, well educated, and to all appearances a good mother, could take no more of Bobby. "It got to the point where I began to doubt my own sanity."*
>
> The boy's supercharged behavior was destroying his family. His parents were on the verge of separation. His school, in a large suburb of New York City, was threatening to have him committed — at the age of six — to a reformatory, for "incorrigibility." He roamed around his classroom, disturbing children near him, ignoring his teacher's requests. He shrieked when irritated, regardless of time or place. He bit and hit without provocation. Mrs. Anderson had been called repeatedly to the principal's office. During one visit, the principal said, "I hope you realize how much of a problem your family has been to us. We just don't have time for a child like yours." "The impression was clear," said Mrs. Anderson later. "I was too ignorant to raise a child; if I used

[1]From SOMETHING'S WRONG WITH MY CHILD. Copyright ©1973 by Charles Mangel, Milton Brutton and Sylvia O. Richardson. Reprinted by permission of Harcourt Brace Jovanovich, Inc.

some discipline on my son, he might behave."

The children waited obediently. Mrs. Anderson, pistol held behind her back, stood in front of them. She finally turned and ran upstairs, the children still in an orderly row before the living-room fireplace.

The following week, the Andersons placed Bobby in a state-run home for the emotionally disturbed. He was to remain there for four years.

Bobby had kicked out the slats of his crib at eleven months and had been in constant motion ever since. "Every night I had to make fifteen or twenty trips upstairs to get him back into his crib," says Mrs. Anderson. "Finally, in frustration, I tied him spread-eagled to his crib with my husband's belts. I sat downstairs and cried, and he cried upstairs. Just to get dinner on the table for the other children, I had to tie him to the living-room railing each night with rope."

Housework was done around midnight, when Bobby would doze for a couple of hours. He never slept through the night. Mrs. Anderson "crept around" quietly washing the floors, doing laundry and her other chores, fearful the noise would wake Bobby.

Mr. Anderson simply fled from the problem. To escape his home, he worked almost constantly. He and his wife never went out. Bobby's parents refused all invitations to other people's homes. ("If I didn't go, I would not have to return the invitation.") Their daughter "developed a deep hatred for Bobby and for me," Mrs. Anderson said. "She deliberately belittled him."

At the age of two, Bobby hurled toys at his mother whenever anything frustrated him. He could not be left alone. "One day he went out to ride his bike," his mother said. "I found out by hearing car after car screech to a halt to avoid this little kid riding his tricycle in the busy street in front of our home. He just seemed to have no common sense. He never seemed to look ahead, to realize the consequences of his actions."

He once took a garden hose lying in front of a neighbor's home, turned it on, and sprayed water through the front door of the neighbor's house. A little girl who lived nearby came out one day, wearing a party dress, to wait for her parents. Bobby jumped with both feet into a mud puddle right next to the girl. His sister had a newly born kitten. His mother once caught him playing with the kitten by throwing it up in the air and letting it fall on the concrete basement floor. Bobby didn't seem to realize that he was hurting the kitten.

"I don't understand how this boy is alive today," his mother said. "We put him to bed one night at eight, and he kept getting up and wandering around bothering his sister. Finally, at eleven, my husband had reached the end of his patience. He raced up to Bobby in his sister's room, grabbed him by the neck of his pajamas, and threw him into his bed. He almost strangled him accidentally. He did do some damage to the neck cartilages."

Bobby had no fear. The day of a televised moon launch, his mother found him playing astronaut. He was about to jump out a second-floor window. His parents put bars on his windows and a lock and chain on his bedroom door to keep him from roaming at night. He had had forty stitches in his head by the age of three, because he kept climbing and falling — out of trees, off roofs. At six, he came home from school by walking along the roofs of houses.

It was virtually impossible to ride with Bobby in the car. He would lean halfway out an open window or climb all over the driver. He could not be controlled in such public places as restaurants or supermarkets.

"All I wanted was someone to help this child," said Mrs. Anderson. "All I seemed to do was take him to the hospital emergency room or go to the school humiliated to apologize for something he had done. The principal said, 'Smack him on the rear.' She didn't know we had beaten this boy practically unconscious. The teacher said, 'Make him do his homework.' I sat with him for two or three hours every night, slapping him most of the time because he couldn't do the work. One evening I found myself about to slam his head against the wall."

School personnel said Bobby was disturbed or retarded. His first-grade teacher once asked me, "Wouldn't you be satisfied if he could just learn to recognize that exit sign over there?"

Bobby never finished his beginning reader. The first signs of pressure caused him to fall apart. He would not recite in front of the class. He crawled under his desk in school one morning and told his teacher, "Call the policemen and the firemen. Me not gonna read."

"I reached the point where I could no longer control my rages," said Mrs. Anderson, "I had total feelings of failure. He upset our whole life. While talking to my husband one night I found myself jumping out of the chair and screaming, 'I hate him! I hate him!'"

When Bobby entered the state institution for the emotionally disturbed, at the age of six, his family felt "overwhelming relief" at his removal from their care — and then immediate guilt for feeling good. Yet four years there brought only regression. He still could not read or write. His temper tantrums had increased markedly. Then a new psychologist at the institution suggested that Bobby be taken for testing at a private school designed for children with learning disabilities. That was where, at the age of ten, his disability was discovered.

Bobby's handicap, believed to have been caused by momentary deprivation of oxygen during birth, made it extremely difficult for him to translate his thoughts into words. He had a limited stock of words to choose from, and those were words that referred only to things he could see or feel. He had virtually no vocabulary with which to express his desires and emotions. He burned with rage because he could not say what he was thinking. It was so much easier for him to do things than to speak that he used whirlwind activity to make up for his skimpy vocabulary. Asked why he played with matches, he said, "Don't make me. Shut up! I'll kill you dead!"

Maureen was the kind of child teachers tend to overlook because "they don't cause trouble." She was so well behaved that no one at her school noticed she wasn't learning.

She had developed slowly during her nursery-school years, a tiny, demure child who always seemed younger than she was. She clung to her mother and seemed to feel unsafe and insecure when asked to do something by herself.

Her parents, disturbed at her shyness in kindergarten and her seemingly paradoxic temper tantrums at home, took her to a psychiatrist for evaluation. His diagnosis: severe emotional problems. Maureen and her parents went into therapy for a year. They were then discharged with the comment "We can do nothing more for you." Nothing had been done.

Maureen was in trouble from the very first months in kindergarten. School became a lonely, often frightening experience for this little girl. Anything new threatened her. She refused to seek the company of other children. She spent recess and lunch periods sitting alone on the schoolyard steps. "She never had a happy look on her face," her mother said. "She rarely smiled, rarely got excited about anything."

Her parents kept telling school authorities that something was wrong. People "spent a great deal

of time and energy attempting to reassure us," her mother said. Teachers insisted she was just a quiet child doing her best. Maureen's pediatrician believed she was a "slow developer." "We just didn't know where to turn for help," her mother said. "In hindsight, it's obvious that even people who work with young children and who have experts on hand still don't know enough about handling children who have any but 'normal' variations of behavior."

If school personnel were not "aware" of Maureen's learning problems, her classmates were. They imitated the halting, broken way she spoke. Every time she was called on to read (she never volunteered), the other children laughed at her. "Her life was a hell in school," her mother told the authors. "She came out of there crying almost every day. Kids find someone like Maureen a prime target. She continued to be a victim of ridicule. She was hurt and rejected so many times that even when she had invitations (to social occasions) she held back and missed out on them."

Maureen's younger sister and brother — he was five years younger than Maureen — taught her much of her lessons. "She would ask me how to spell a word, and her brother, who had just learned the alphabet, would shout it out," her mother said. "This made her furious. Maureen had a hard time with her academically gifted brother and sister. They were cruel. She was called 'idiot,' 'imbecile,' 'retard,' 'stupid' repeatedly."

There were thirty-nine children in Maureen's class. She kept getting B's and C's. When she "graduated" from sixth grade, she was awarded a plaque for making "the most improvement." She still could not read.

"We felt so helpless," her mother said. She continually asked the school psychologist to test Maureen. He didn't see the need.

Maureen's seventh-grade teacher was the first to recognize the girl was out of her level. She told Maureen's mother, "I wish she'd throw an eraser at someone. She's behaving in class, so I can't get her tested. Troublemakers get tested fast." This teacher began to grade Maureen honestly. For the first time in her school career, the girl got failing marks.

"Until then, teachers all through her schooling seemed to have no concept of the struggle Maureen was having," her mother said. "To them, she was a nice, quiet child who tried her best (and should be rewarded for that) and didn't cause trouble. The fact that she was learning very little and not reacting socially to anyone didn't seem a matter of great concern."

Maureen's teacher proved that the child was working at second-grade level. She was placed in a remedial-reading class. This teacher, when she found she was unable to help, recommended testing at a nearby medical center. Now thirteen years old, Maureen finally was discovered to have a learning disability.

She was so low in energy that she couldn't work as fast and as long as other children. She became exhausted quickly and found it easier just to sit passively. She didn't have the stamina to pay attention consistently enough to learn. In a self-defensive kind of maneuver, she ignored teachers and classmates. She had just sat there — for eight years. "When we tried to discuss the problem of her newly discovered learning disability with the principal, the school psychologist, and the teachers," her mother said, "we found them totally unaware of learning disabilities and of resources available in our area for dealing with them."

Due to the severity of the problems faced by Bobby and Maureen, private schools were located. Fortunately, the great majority of LD children do not require such specialized treatment. Regardless of the severity of the handicap presented, the emotional upheavels within the family remain in need of attention and respect.

Advice for the Parent

Advice is cheap! From Dr. Spock to Ann Landers and everywhere in between there is advice for parents in child management programmed procedures.

The responsibility of the resource room teacher and the school psychologist when dealing with the LD student's parents should remain clear and practical. While aware of the environment surrounding the individual student and the educational needs as determined by the diagnostic evaluation. the resource room teacher and psychologist should present the facts to the parents in understandable terms. The child will benefit only if the parents can develop a new insight (if a new one is needed) and begin to accept the child for what he/she is and work from that point toward a stronger working relationship. The parents' questions should establish the direction of the conversation. Honesty, openness and positive thinking should guide the responses.

Listed are 10 of the most often heard pieces of advice for the LD child's parents: The 10 serve not only these parents but, everyone who deals with children.

10 Things Parents Can Do To Help

1. Admit there is a problem —
   A. Go to the proper source for help:
      1) School Teachers
      2) Doctor or School Psychologist.
2. Accept your child as he is —
   A. Let up on the pressure of forceful learning.
   B. Stop trying to fix him — teach him in the way he can learn. Example, ask or tell him one thing at a time.
3. Praise him —
   A. Praise him for the smallest accomplishment.
   B. Don't dwell on his failures.
   C. Find his strong points and praise them.
4. Be there when he needs you —
   A. Really listen to him — he is saying *help me* when he misbehaves.
   B. Don't let other children in the family or adults make fun of him or what he is doing to learn.
   C. Look ahead for your child — don't put him in a group that would do more harm than good.
5. Learn to have *long patience* —
   A. Give short-length jobs-one at a time.
   B. Adjust family living to give this child more time — he needs you.
   C. As a parent, work to understand your child.

6. Don't deprive this child of understanding discipline —
   A. Be consistent.
   B. Set discipline up for short periods of time and stick to it.
   C. Give rewards for good conduct. (A special privilege)
   D. Use charts of progress or a timer to encourage what is expected of him. Don't chart the failures, but he gets reinforced only for successes.
7. Be honest with him —
   A. Don't say there is nothing wrong with you — no one knows better than he does that something is wrong with his learning process.
   B. Don't promise a quick cure.
8. Take a positive approach —
   A. There is help.
   B. You can learn with special help.
   C. Learning will seem slow for a while.
   D. We're in this with you.
9. Have faith and trust in the people who are trying to help your child —
   A. Don't rely on the neighbors for a solution of a problem as serious as this.
   B. Try to cooperate in every way you can when help is offered.
   C. Give qualified suggestions a fair chance.
10. Don't Give Up —
   A. Form parent groups for better understanding.
   B. Keep communication lines open at all times between parent, teacher and child.
   C. Check out anything you're not sure of. Understand all you can.
   D. Talk with other parents who have children in LD classes.
   E. Join the ACLD Group and give them your support. They will provide you with all kinds of information.
   F. Your child can accomplish only if you believe he can.
   G. Always talk with persons in charge who will be spending time with him.
      1) Teachers
      2) Sunday School Teachers
      3) Scouts

Organizations and Agencies

Incorporated into this chapter is information which may be relayed to the parent of an exceptional child. School administrators, as well as teachers, should be informed on current services available and recommended agencies within the state. It also becomes the responsibility of the administration to publicize the programs offered through local public school education for all students. Unfortunately, it is still possible to meet a parent who has been ignorant of public school services available for children — services that could have been providing assistance for the family.

CLOSER LOOK

CLOSER LOOK of the National Special Education Information Center, Washington, D.C., is an information service which was established to help parents and others find services for children with mental, physical, emotional and learning handicaps. This past year over 35,000 people wrote seeking information. Most were parents. Some were taking a closer look at their child wondering if special services might be necessary. All information is available without charge.

AN OPEN LETTER TO PARENTS FROM THE BUREAU OF EDUCATION FOR THE HANDICAPPED

(Closer Look Newsletter, Vol. 1, No. 1. March 1972)

Closer Look began just over two years ago when the U.S. Office of Education, Bureau of Education for the Handicapped found that less than 40% of the 7 million handicapped children were receiving educational services. Our original idea in funding a national Special Education Information Center was essentially to make certain that lack of information about where to go for special education was not the reason why children were not getting the education they needed.

We learned many things during the first year of operation. We learned through a survey by the Information Center that only 70% of the 25,500 school systems which responded to our questionnaire offer special education and that the majority of programs offered are for the retarded and speech impaired. We learned from another survey that there is a distressing absence of programs for children with certain handicaps — such as learning disabilities, emotional or behavior disorders, or combinations of severe handicaps.

We have had a second year to reach some conclusions, and to develop some new questions. One of our first conclusions is that we should print a newsletter as often as we have something to say, and that we should try to make this contact with parents a constant and a two-way thing. We feel that a continuous exchange is important and worthwhile for us both. We have decided:

1. That we would like to continue to offer what information we can, even if we cannot deliver a classroom to every child; that we will continue to mail out our listings by state and by handicap of special programs to parents who respond to our publicity and request them.
2. That during the next year we will try to work out some means of putting the parent in touch with a person (or organization) in his own locality who can help him find the services he needs.
3. That we should have information on a full range of services (diagnostic, therapeutic, medical, etc.) in our listings, not just educational services. We are trying to develop that system too for next year.
4. That we need to have the closest possible knowledge of your needs in order to represent them to the States and to Congress.

We will do our best to accomplish the first three tasks. But we need your help with the last one. Please write us and let us know: 1) your past experience in searching for services for your child, 2) your present needs, and 3) whether Closer Look has been helpful to you. Let us have your wishes too, for the future. Please address letters to "Closer Look Newsletter," Box 19428, Washington, D.C. 20036.

Edwin W. Martin, Associate
Commissioner

FACT SHEET OF CLOSER LOOK

(Closer Look Newsletter, 1972)

CLOSER LOOK is the campaign name of the Special Education Information Center, a service set up to help parents of children with emotional, physical and mental handicaps find educational and related services by providing them with information. Since June of 1970, over 120,000 people have written to the Center. Half of these were parents, a few were professionals and the rest were students looking for information about teacher training in special education. We wish we could provide referral and placement services for all who write, but this is not possible for a national information center. What we

can do is to provide linkage with local organizations and agencies which may be able to assist with the many problems which confront the parents of a child with special needs.

The list below tells you what we have to offer. Please check the items which best describe your information needs.

1. ____ I would like to receive your newsletter and other periodic mailings. Please add my name to your mailing list.
2. ____ I would like to know about parent organizations. Please send me a listing of parent organizations for my state. (Please expect a short delay for some states).
3. ____ I am searching for an educational program for my child. Please send me your listing of special education programs in my state for the following handicapping conditions:

    ____ a. Autism
    ____ b. Blind or partially sighted
    ____ c. Deaf or partial hearing
    ____ d. Deaf-blind
    ____ e. Emotional disturbance
    ____ f. Learning disabilities
    ____ g. Mental retardation
    ____ h. Speech impairment
    ____ i. Orthopedic handicaps, CP, MD
    ____ j. Other health impaired (asthma, epilepsy, heart, TB)
    ____ k. Combination of handicaps. Tell us which handicaps.

Other states for which I would like lists are (limit 2) _____

ACLD

The outstanding organization serving children with learning disabilities is the Association for Children with Learning Disabilities (ACLD). This national nonprofit organization of parents and concerned professionals has been primarily responsible for the many gains made for the LD child.

Through a network of state and local chapters, ACLD disseminates current literature with information regarding LD children. It provides information regarding federal and state laws, court decisions, camps, vocational training centers, books, articles and directories.

For membership or information write:

ACLD
2200 Brownsville Road
Pittsburgh, Pennsylvania 15210

The South Carolina Chapter of ACLD meets in Columbia every other month.
For information call or write:

SCACLD
415 Old Woodlands Road
Columbia, South Carolina

Mrs. Broadus Thompson, President
415 Old Woodlands Road
Columbia, South Carolina

Organization of a Parent Group

If there is not a parent action group in your district or community the formation of such a group would merit some consideration on the part of the educator. (Not all parents are able to organize into an association without some gentle guiding and initial assistance by concerned professionals.) The solidifying of parents into action brings reward and benefit to the school district. In the mind of some educators, the primary function served by the formation of such a group can be as a release valve for parents who have frustrated energy and a driving need to be involved, doing, seeking, and in anyway serving to improve the situation faced by their child. With guidance the group will be able to provide services to the school in the form of volunteer aides, tutors and assistants as well as making financial contributions towards materials and equipment through ways and means projects. Through conjoint study parents will be able to aid one another toward better understanding of the children's needs, fears, frustrations, and problems as well as learning from one another methods of dealing more satisfactorily with the individual child.

If you feel the district's program will be strengthened by the association and auxiliary help available from a parent group, the following organizational steps may provide a basis for initial planning (Hawisher, 1973).

Format for Organization

It is important to remember that a parent group gains strength and grows if it is headed by concerned, interested parents. These concerned parents are in your community and they have free time to serve their schools, but because of lack of direction or lack of leadership they remain single units — not unified.

The school and the special education teachers within a school can be the catalyst in the formation of a parent-action group. "Getting the ball rolling" takes long planning and careful selection of parents chosen to play the initial leadership roles. The benefits reaped of such efforts are great to the teacher. To name a few:

Immediate Benefits

1. Classroom aides
2. Home-made materials for classroom use
3. Strengthens and encourages child to know his parents are actively concerned with his education.
4. Parents help each other with their problems.

Long Range Benefits

1. Gives power to speak effectively to legislators
2. Brings money for special equipment and materials to classroom
3. Serves as agency to educate parents
4. Gives power for formation of special recreational program

As we've previously mentioned, the hardest part is the first part, and it is the intent of this paper to outline the steps for one to take.

1. Start with a CORE (Concerned Organizing Representatives for Everyone) group. Send out a letter telling parents what you would like to discuss. The parents who accept your invitation will be your CORE group.
2. When you have your CORE group together tell them why they need an organization. List for them the benefits gained by other such groups in your area. (Chamber of Commerce for the community; Business Service groups for the community, PTA for the school, PWP for the single

parent; CEC for the exceptional child; etc.) Be sure to list the groups found in your area as this will be "personal" and "known" and the parents will be able to see themselves in a similar role.

3. Determine the *individual* interests of the CORE group. Their *collective* interest is already established. By knowing individual interests it will be easier to divide these immediate tasks. The group needs to accomplish several things before it can harvest benefits of unity:

    a. Pick a date, place and time convenient to community.
    b. Inform all school principals of your intent and ask them for names of parents who might be interested. (If he won't divulge names, have a form prepared for him to send home with the students.)
    c. One may ask ministers to announce the proposed meeting date and time in their bulletin.
    d. Ask PTA presidents to mention it at their meetings or to let a CORE spokesman speak briefly at the meeting.
    e. Write a letter to the editor of the local paper describing the intent of the group.
    f. Speak to the reporter who reports school news.
    g. Visit the local radio and TV stations. Ask for an announcement for community interest. Have a readable presentation ready to hand them.
    h. Don't forget to visit private schools and ask for names of potentially interested parents. If names are not available, prepare a letter to go home with the students.
    i. Ask other agencies for the handicapped to attend.

Before meeting with the public, the CORE group will have to decide on a meeting agenda. A suggested format might be:

1. Have short speech on "Why and Who."
2. Plan to break into small groups to discuss relevant issues. Use this time to listen to the wishes of your group to determine direction. Have CORE questions ready to stimulate discussion.
3. Review ideas from the small groups with the others and be prepared to challenge your audience into discussion. At this point the CORE can be most helpful. CORE representatives throughout the audience can ask questions, augment topics, encourage discussion, in general, act not too unlike a "shill"!

If your meeting is organized to be comfortable and relaxed, your people will respond accordingly. Some ways to assure comfort are:

1. Have a greeter.
2. Use name tags.
3. Have a guest book.
4. Have a volunteer worksheet.
5. Have them state committee preference.
6. Announce the next proposed meeting date and proposed speaker.
7. Have the CORE members circulate, introduce people to each other, be congenial hosts. During the meeting make it clear that the CORE spokesman is not the automatic president. Officer election will take place during the next meeting and encourage everyone to be thinking of their choice.
8. Serve tasty delicious refreshments.
9. Encourage CORE people to circulate and keep the group chatting with others after the formal meeting is over. Don't pack up your supplies nor make other overtures that would indicate a need to leave.

After the first meeting has become a reality, the follow-up is most important.

Write thank you notes to your speakers. (If you can't pay them — they surely would appreciate a note.)

Disseminate a list of those attending to everyone at the meeting.

Establish a phone committee to inform one another of meeting date, plans, etc. Ask someone other than a CORE member to do this — by spreading responsibilities around you will develop more active members.

Don't forget the editor, radio and TV.

Let the paper know what happened at your meeting and when you plan another.

Ask a CORE member to write a letter to the editor which shows enthusiasm for a need about to be fulfilled.

For a group interested in affiliation with ACLD (Association for Children with Learning Disabilities), it is possible to get specific information from:

ACLD, National Office
2200 Brownsville Road
Pittsburgh, Pennsylvania 15210

Phone: 412-882-5201

Summary:

The remediation of a learning disabled student will be enhanced by a simultaneous improvement of the parent's attitude toward this child. As parents learn of their child's disability from the educator's viewpoint, they may need assistance from an objective professional: teacher and/or psychologist. Parents of the learning disabled student have found great strength through the Association of Children with Learning Disabilities (ACLD). ACLD groups offer parents educational programs, legislative leverage, as well as the informal "group therapy" found within the conversational sharing of problems and solutions.

PARENT'S READING LIST

Literary Depository/ACLD
5225 Grace Street
Lower Level
Pittsburgh, Pennsylvania
15236

Agony of Learning (Life Magazine) William Bradbury	$ .40
Triumph for Kenny (Readers Digest) Irving Dickman	.25
They-Too-Can-Succeed — A Guide for Parents of L.D. Children Doreen Kronick	3.75
Child — Management	3.25
Something's Wrong with My Child Brutten, Richardson and Mangel	7.50
How to Change the Schools, A Parents Action Handbook on How to Fight the System Ellen Lurie	2.95
Your Special Child: Puzzling and Puzzled-Guidelines for Parents of L. D. Children Sandra J. McLaughlin	1.50
A Parent's Guide to Hyperactivity in Children Minde, M.D.	1.00
The Parent Speaks David G. Thomas	.10
Leo Presents the Parents	1.00
ACLD Directory	2.00
Have You Ever Known a Perceptually Handicapped Child	.10
Learning from Living Doreen Kronick	.35
Living Around the Now Child Charles E. Merrill Co.	2.95
Square Pegs Round Holes — The L.D. Child in the Classroom and at Home Harold B. Levy M.D.	7.50
All About Me — Perceptual and Equilibrum Jess Oppenheimer	.50

How Many Spoons Make a Family (Math) 2.25
Polly Behrmann & Joan Millman

Points for Parents — Recommendations for Behavioral Management of Children with Perceptual Problems .25
Carol Wearne

Feelings are a Family Affair .25
Bert Kruger Smith

Journals

The Exceptional Parent — 1 year 10.00 (6 issues); 2 years 18.00; 3 years 24.00
635 Madison Avenue
New York, New York 10022

Directory of Educational Facilities for the Learning Disabled, 5th Edition.
John Arena, Editor.
Academic Therapy Publications
San Rafael, California 1973

Books

Becker, Wesley. *Parents Are Teachers.* Champaign, Illinois: Research Press Co. (2612 N. Mattis Avenue), 1971.

Brutten, Milton; Richardson, Sylvia; and Mangel, Charles. *Something's Wrong with My Child.* New York: Harcourt Brace Jovanovich, Inc. (757 Third Avenue, 10017), 1973.

Kronick, Doreen. *They Too Can Succeed.* San Rafael, California: Academic Therapy Publications (1539 Fourth St., 94901), 1969
(Sub Title: (A Practical Guide for Parents of Learning Disabled Children)

Stewart, Mark A. and Olds, Sally Wendkos. *Raising a Hyperactive Child.* New York: Harper and Row Publishers, Inc. (10 E. 53rd. St., 10022), 1973.

Patterson, Gerald R. and Guillion, M. Elizabeth. *Living With Children.* Champaign, Illinois: Research Press, Company (2612 N. Mattis Avenue), 1971.

How To Organize an Effective Parent Group and Move Bureaucracies. Chicago, Illinois: Coordinating Council for Handicapped Children, 407 South Dearborn, 60605, 1969.

BEHAVIOR CONTROL TECHNIQUES

Systems of Behavior Change
Contingency Contracting
Compliments
Non-Verbal Communication
Drug Effects on Behavior
Planning for the Behaviorally Disoriented Child

TECHNIQUES OF BEHAVIORAL CONTROL

In school today the faculty faces the ever-present problem of behavioral control. In the not too distant past it was possible to maintain order by corporal punishment, dismissal and/or the creation of fear and anxiety.

In the 1970's, however, sophistication in the knowledge of learning principles and the relationships between punishment and learning, parents and teachers are seeing more positive and effective methods of behavioral control — the goal being to maintain classroom order efficiency while building strong self-concepts within the students. Yet punishment remains one of the most, if not the most, commonly used behavioral devices by parents and teachers (MacMillan, Forness, Trumbull, 1973).

Skinner (1968) noted that the use of aversive control in the classroom is much too frequent and rarely very helpful. These methods make children want to escape either physically or psychologically. It is therefore important for teachers to become acquainted with and proficient in the use of positive behavioral control techniques.

SYSTEMS OF BEHAVIOR CHANGE

Behavior Modification: The Skinnerian definition for punishment is the one stated here as it appears that other definitions differ only in semantic interpretation. According to Skinner (1968) it is necessary to differentiate between two forms of punishment. The first is an aversive or noxious stimulus contingent upon behavior to be weakened or eliminated. For example: a child walks about the room disrupting classmates and the teacher reprimands him and insists he return to his desk. In this case the tongue lashing by the teacher is contingent upon the wandering behavior and should weaken the student's unacceptable behavior.

The second form of punishment consists of withholding a reward priviliege (positive reinforcer) when an undesired behavior is displayed. For example, a student is denied recess because of day-dreaming and thus has not completed the assigned work. Another example is the child who whines to gain attention, but the reward (attention) is denied by the adult turning away.

Of course, if the student doesn't feel he or she is being punished, in other words, the aversive or noxious stimulus is not aversive or noxious to the student — the punishment is not punishment. It *might even be rewarding* and *reinforcing* so that the undesired behavior will continue. This point is so important to the controlling of behavior that it should be repeated for emphasis. *If the student doesn't feel he is being punished — he is not being punished.* He is probably gaining satisfaction and/or reward for the undesirable behavior. Often in the classroom students will be acting out for the reactions they get from their classmates and peers. The student gets so much enjoyment in being the spot-lighted class member that the teacher's reaction is a small price to pay.

This chapter is not an attempt to teach behavior modification. Practical ways of using behavior modification will be illustrated, however. The interested are encouraged to read the books listed in the bibliography for a more complete and thorough understanding of the subject.

Timing: In dealing with students, Parke (1970), has pointed out that punishment can be administered at any point during the deviant behavior from initiation to completion. If punishment takes place at the beginning of the deviant behavior, anxiety becomes associated with that behavior. Maximum suppression would occur when punishment is delivered ahead of the completion of the entire act. As an example, most parents and playground supervisors stop a child when he is starting to pick up a stone to throw by calling out his name or gaining his attention by other means, thus attempting to stop the

deviant behavior before it is initiated.

Maximum suppression would not be achieved by allowing the student to completely lose control in rage before approaching him. Nor would sending him to the office for a discussion with the principal be effective. Not only is the punishment delayed, but the student may receive satisfaction in (1) causing chaos in the room, (2) frustrating the teacher's efforts, (3) leaving the room, (4) gaining pity from some of his classmates, (5) attention gained in the walk down to the office, and (6) observing all the action in the office while waiting his turn "in court."

Consistency: Perhaps of all the elements of behavior control the teacher's strongest concern should be toward the consistency of the reactions to the undesirable behavior of the students. Banks (1966) indicates that *intermittent* (inconsistency of) reward and punishment produces behavior that is highly resistant to regular or consistent punishment. In other words, if a parent or teacher is inconsistent by sometimes ignoring, sometimes punishing and sometimes "blowing his stack," the behavior will persist! Persistently!

The teacher should therefore decide on the most effective and most usable punishment with a student's specific misbehavior and adhere to it whether it occurs in the classroom, the hallway or the playground. To begin using a consistent reaction to specific behavior, the teacher will want to give serious thought to the treatment.

Changing a behavior takes practice. A teacher wishing to cause change in methods of reacting to a specific student behavior will find it necessary to (1) *personally* decide it is important, (2) consider all possible situations that may elicit the undesirable behavior, (3) develop a teacher reaction that will be appropriate for those possible situations and (4) study the "game plan" until it is internalized. The verbal threat — "If you do that again, I'll . . ." — has little effect on a student's behavior if (1) the threat is impossible or even difficult to carry out; (2) the threat is not carried out; and/or (3) the student knows from past experience that the teacher has no intention of carrying out *most* threats. The only accomplishment of such inconsistency is that the teacher has shown resentment, disgust, displeasure and ATTENTION.

Attention: Every individual adult, student or infant seeks attention. Classroom misbehavior is often attention-seeking and is almost always attention-getting. The adult world may see this attention getting misbehavior as repugnant but, none-the-less, unruly students may feel negative attention from the teacher is worth it; especially if it is coupled with positive attention received from the peer group (laughing, cheers, or even sympathy). Proper behavioral management techniques will be effective in avoiding unruly attention seeking behaviors. A few of the specific management techniques are discussed in the following rules.

Grandma's Rule

Becker (1971) states Grandma's Rule in his program designed for child management: "First you work. Then you play." (p.25)

Examples of this technique might be:

"You may watch TV after you take out the trash."

"You may have free time when you finish your assignment."

The premise of the Grandma Rule is that you can teach a child to carry out his responsibilities by requiring the less preferred activity (work) to come before a more preferred activity (fun). If the child performs in the desired way, he gets the pay-off, otherwise he *does not get the reward.*

Doing something for fun (preferred activity) does not always have to be a game. The doing of something that is fun is a *reward*. Rewards take many forms. It is important for the teacher to choose an appropriate reward (positive reinforcer). Homme (1970) watched children during a "free-time" period and observed the activities in which they were involved. These activities were then chosen as appropriate rewards: even if the activities struck a rather discordant note with the teacher (noisy and messy activities). The "generation gap" is likely to show up in the selection of rewards. The teacher must know the student well enough to be able to choose a reward that is student pleasing. A smile and a hug may be rewarding for the teacher to give; but a 12-year old boy would probably consider a teacher's hug a fate worse than death! The reward *must be* one that *will* make the child feel rewarded. A list of possible rewards are:

Be told, "You're pretty sharp today."
You are given M & M's
You get to play outside
You win check marks (exchanged for toy or free time later)
Someone smiles
You get no homework

The teacher who wishes to direct a student's behavior toward a more acceptable standard might choose to follow Becker's (1971) procedure.

A. **Describe the behavior** the teacher wants to encourage. (Target behavior.)

Describe the behavior the teacher wants to eliminate. For example: if the teacher wishes the student to stop running around the room, the student will find it pretty difficult to keep running around the room when the teacher makes it rewarding to sit at a desk.

B. **Describe the token reinforcement system for the target behavior.**

The token reinforcement is "what the student finds rewarding." In other words, will the student collect marks on a card accumulating to a set number to be exchanged for free time, toy, etc., or will the student be given an M & M? When specifically will the student receive his token reinforcement? Immediately, on the hour, etc?

C. **Record each day** how often the target behavior occurred and meaningful teacher or student comments.

Summary

The use of behavior modification techniques appears to be complex even in this brief overview. Rightly so, it is a demanding procedure requiring preparation, concentration, consistency and patience. Behavior modification has proven its effectiveness in the schools. The reader who is interested in specific types of classroom behaviors that can be handled effectively by behavior modification techniques is directed to read *Modification of Child Behavior*, by Blackman and Silberman (1971), pages 125-145. Some of the areas covered are: inattention, refusal to complete work assignment, chronic misbehavior, inappropriate talking, peer rejection and social rejection.

There is some concern voiced toward the use of behavior modification in the classroom. Some criticisms to this technique according to Dunn (1973) are that it is aimed toward the remediation of weakness instead of focusing on student's strengths. It also often deals with a preoccupation of extrinsic reinforcers.

Behavior modification techniques, not withstanding the consideration of the complexity of the approach, remains a valuable tool for classroom management.

Contingency Contracting

Homme (1970) states that there are some generally accepted principles of human behavior. One of these is that desired kind of behavior is more likely to recur if it is followed by some kind of reward each time it occurs.

Another underlying principle is that children can learn more willingly and satisfactorily if the framework within which learning takes place has been mutually agreed upon between teacher and student.

A teacher using contingency contracting makes an agreement or contract with his students under which he promises rewards in return for the desired learning behavior by the students.

Homme continues that traditionally negative contingencies have been favored to achieve motivating children toward learning. In order to avoid punishment, you must perform such and such a task. For example, "If you don't want to get spanked, you better hurry up." The method advocated by Homme is, on the other hand, a method of positive contingencies. The contract in this case takes the form: "As soon as you demonstrate that you have learned a little more, you may do something which is even more enjoyable."

Contracts do not have to be involved or lengthy. They require an adequate reward (reinforcer) and an agreement between teacher and learner for the goal of learning.

In following the contract system the teacher should remember:

1. The payoff (reward) should be immediate
2. Reward frequently — accept small steps in the right direction
3. The contract should recognize accomplishment — not obedience
4. Both contracting parties should feel that the contract is fair, honest, and positive

Summary

The emphasis in contingency contracting is on specificity of statement. The teacher and the student know the expectations of each other. There is no doubt as to just what is acceptable, nor as to what is fair. Once a student performs satisfactorily under the system of contracting, the practice should be continued. The payoff for everyone involved in the contingency contracting system is eager to learn students and happy teachers.

Compliments

Young children are often admonished by their parents to say "thank you," "yes, please," "I had a nice time." Courtesy is considered by many parents a social skill or perhaps even a social requirement. Most of us respond to courtesy. Closely related to courtesy, a facet of social living, is the compliment. A compliment is not only a courtesy but also an acknowledgement of acceptable skill or behavior.

Everyone of us enjoys being told that we are appreciated, that we have acceptability. We never outgrow the satisfaction received from hearing something nice about ourselves. And, the satisfaction is multiplied if the praise comes from a supervisor, respected colleague or peer, or a person representing authority.

And yet, with concerns about the many aspects of our lives the compliment becomes too often the forgotten courtesy. We "think" them — but alas, do not always "say" them aloud! Also, they may be spoken, but not to the recipient. Many times when aglow with satisfaction in a student's performance, the teacher is complimentary and showers verbal praise regarding the performance, not to the student but to the teaching staff in later conversation. Actually, sometimes one feels almost embarrassed about

being complimentary to another. Embarrassment is perhaps not a factor in the *unvoiced* compliment directed toward a student. In the classroom the silencing factor of the compliment may well be quiet acceptance of an anticipated response, self-directed satisfaction (teacher is pleased the student has learned what has been taught) or concern for the next procedure to be introduced.

Classroom Considerations: A compliment is the simple honest statement which states approval of the recipient. A compliment should be nice *all the way!* Without even being aware of it, it is highly probable that we often try to teach through the media of courtesy. In the classroom the compliment should reward learning. It should not be used to teach or direct. For example: "That's a neatly written paper, *if only* you had spelled the words correctly." "That's a big help to me, *except* don't slam the door next time." "Thank you for getting quietly to your desk, *but* don't touch everything you pass."

The *italic* words — if only, except, but — negate the complimentary phrase. The audience hears only the criticism — those particular types of compliments would have served better to have remained unspoken. The listener has heard only the reprimand and will usually react with varying degrees of resentment.

It is recommended that teachers give renewed thought to the role of the compliment in the classroom. A discussion of the role of complimentary comments could well be a part of in-service faculty meetings. Through the use of discussion and just plain listening to ourselves talk, it is possible to become aware of our use of compliments.

Non-Verbal Communication

Communication is usually considered as verbal interchange of ideas and thoughts. However, research in the area of non-verbal communication (Mehrabian, 1972; Ekman and Friesen, 1969; Knapp, 1972) supports the position that an introduction to the facets of non-verbal communication belongs in a chapter dealing with behavior control.

Classroom communication is composed of both verbal and non-verbal communication. According to Ekman and Friesen (1969) there are five categories of non-verbal communication. These five are readily seen throughout the school day.

"Emblems." These are non-verbal acts which have a translatable definition. For example: A-OK; Peace sign, and sign language of the deaf.

"Illustrators." These acts are tied directly to speech and they help explain what is being said.

"Affect Displays." These acts include facial expressions or disfigurations which indicate agreement with the spoken message or contradiction as in the case of sarcasm.

"Regulators." These reactions from the listener indicate boredom, interest, a wish for the speaker to speed up or slow down. Regulators are most commonly eye movements or head nods.

"Adaptors." These acts are the most difficult to define. They are learned reactions -- perhaps from early childhood — and are often subtle postural changes.

As indicated by the definition of adaptors, non-verbal communication is a learned behavior beginning in infancy and therefore showing variance from culture to culture. This cultural variance would be significant in the classroom where teacher and students represent two or more sub-culture groups.

According to Mehrabian (1972) our society discourages the verbal expression of emotions, and most of us while conforming to our roles manage to convey our emotional reaction (likes, dislikes) as well as our personality in a non-verbal way.

Classroom Considerations: Within every classroom there are children to whom the teacher feels an immediate warmth and interest. (This happens to all of us in any situation with groups of people.) This difficult to define "chemistry" has not only positive polarity (+) but also negative polarity (−). There may very well be a student in the room who feels a mutual negative reaction with the teacher. Let us not ignore this very human reaction, but deal with it and examine its impact in the classroom.

Teachers respond to positive (+) children with positive (+) verbal as well as positive non-verbal communication. The teacher leans toward them, shows open physical acceptance of them. Teachers respond to negative (−) children with positive (+) *verbal* communication (because the teacher is teaching all the students disregarding personal feelings) but may indicate a contradiction in communication through negative (−) *non-verbal* communication.

This contradictory communication is subtle. The teacher would not turn away from the student rudely, but instead might tuck his body tightly in the desk, hold the book or arms folded against himself; or continue writing while listening, or look elsewhere while listening.

In the reading circle or group discussion period, the teacher may show signs of impatience while waiting for a response from the child for whom there is a negative polarity. In a similar situation with the child for whom there is positive polarity, the teacher s waiting is relaxed and communicates acceptance.

Summary

Students and teachers both communicate non-verbally. Behavior problems may be reactions to contradictory communications. Anxiety, distrust, or suspicion may be the end product of such contradictions. As long as these emotions are working in the classroom, learning will not be efficient nor will it be a pleasurable experience for those involved in the communication gap.

Drug Effects on Behavior Control

It is sometimes recommended that misbehaving children be placed on a drug therapy program to facilitate managing their behavior at home and in school.

Conners (1971) states:

> *"While empirical knowledge in childhood psychopharmacology is still primitive compared to the body of solid data available in adult psychiatric disorders, recent studies have begun to yield more of the needed controlled, quantitative data on which to base rational decisions regarding drug therapy for children with behavior and learning disorders."* (p.14)

Indiscriminate use of drugs on hyperactive children is surely to be avoided. Although the behavior may be better controlled, drugs sometime influence the learning rate and effectiveness of learning for some students.

Experienced special education teachers might prefer to work with the student knowing him as he really is without exhibiting a personality affected by drugs. These teachers would strive to correct his behavior by extensive behavior modification techniques.

For the neurologically impaired student who has a real inability to control his behavior, drug therapy *may* be recommended. However, this should be a decision made by a pediatric neurologist with the understanding that the drug will be used exactly as prescribed.

Teachers having students who are on prescribed medications must be certain that the drugs are

being used as prescribed. It is necessary to maintain a constant level of medication in the blood stream to achieve consistent behavioral response. It is recommended that teachers working with a student under drug control maintain close contact with the parents. The changing of dosage or medication will create changes in the student. The informed teacher, aware of medication changes, will be more responsive to the student's needs.

Planning for the Behaviorally Disordered Student

Often, it is just a matter of getting through the day! Teachers may fall into the rut of reacting to the students in their room without a structured plan toward the elimination of the behaviors that are annoying and reoccurring.

By the isolation of a disruptive behavior and the decision that it should be eliminated or greatly reduced, the teacher has taken positive action toward behavior control. The isolated behavior then becomes the "target behavior" and is closely observed.

TARGET BEHAVIOR _____

DAY	HOW OFTEN DID IT OCCUR TODAY?	COMMENTS
1.		
2.		
3.		
4.		
5.		
6.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		

A form like the one above (Becker 1971) will assist the teacher in making objective comments regarding target behavior and causative or resultant behaviors.

Through use of contractual agreement, behavioral modification or other behavioral control technique a systematic plan of attack is decided upon and consistently enforced in regard to the specific target behavior.

Through conscious awareness of a specific behavior and the resultant reaction this behavior illicits, the teacher will find satisfaction in shaping a student's behavior as opposed to the previous feelings of frustration and futility when approaching this student and the reoccurring inappropriate behavior.

Group Planning

When dealing with inappropriate classroom behavior as with most school conflicts, democratic action should be encouraged. The "two heads are better than one" adage fits well into behavior shaping programs.

Too often a teacher may lose objectiveness because of repeated frustrations with the student. Then there is a need to counsel with other professionals in order to be reassured that the behavior is causing grief, not that the student is causing grief.

By group discussion of the problem behavior, selection of appropriate rewards for this student, and realization of acceptable approximations of the shaping behavior, a suitable plan can be agreed upon and augmented. The teacher monitoring and guiding the behavior shaping program will find needed support from this group during the "therapy period." The teacher will feel successful and also discouraged because of the ups and downs encountered in extinguishing undesirable behaviors. The target behavior will diminish initially, but will show a reoccurrence of strength before a final extinction is achieved. During this period, the teacher needs reassurance and support from those involved with the student (psychologist, principal, social workers, etc.).

Summary

The field of behavior control can be challenging and exciting — for the student of behavior management. The lack of control of behavior can be frustrating and maddening.

Any program geared toward shaping behavior — behavior mod, contingency contracting, medication — calls for thoroughness of planning, professional guidance and consistent follow through. The product of a program is well worth the effort as it produces a more comfortable student and a more confident teacher.

Evaluating The Resource Room

Teaching Process
Student Progress
Student Attitude

EVALUATING THE RESOURCE UNIT

A portion of the annual Evaluation Report for the Child Service Demonstration Program (Finuf, Hawisher, 1974) has been incorporated into this Manual. It is hoped that districts will find that this chapter provides an illustration for appropriate evaluation of resource teachers and resource service.

Quality education depends upon the program doing what it is supposed to do. Many techniques can be employed; those described here are thorough, and the results support the efficacy of the resource room.

The Child Service Demonstration Program chose to determine the effectiveness of the resource room by evaluating (1) teacher training, (2) student achievement, and (3) opinionnaire of students. These three segments should be evaluated annually by the districts to determine the contribution made by the resource room as well as to maintain high standards for the resource unit.

Teaching Process

The project staff scrutinized the organization and content of resource unit's records and prescriptions as well as observing the actual teaching process. A supervisor's criteria rating form of ongoing resource room services was created by the staff for guidance in evaluating their functioning. Each teacher's performance was ranked as (a) excellent, (b) above average, (c) average, (d) fair, and (e) unsatisfactory for each of the following areas of activity: (1) evaluations, (2) instruction, (3) observation, and (4) faculty interaction.

EVALUATION FORM FOR RESOURCE ROOM TEACHER

RESOURCE TEACHER: _____ RATED BY: _____

SCHOOL: _____ DATE: _____

	Excellent	Above Average	Average	Fair	Unsatisfactory
I. Evaluations					
1. Accurately gives and scores test instruments:	a	b	c	d	e
2. Uses test results in planning the student's instructional program:	a	b	c	d	e
3. Shares test results with appropriate persons:	a	b	c	d	e
4. Maintains confidentiality of student test data and personal information:	a	b	c	d	e
5. Makes accurate judgements based on test data and behavioral information about a child's probable eligibility for resource room services:	a	b	c	d	e
II. Instruction					
6. Maintains up-to-date, individual, instructional objectives for each student:	a	b	c	d	e
7. Maintains a schedule which allows time for one-to-one instruction of each pupil:	a	b	c	d	e
8. Maintains a relaxed, calm classroom environment:	a	b	c	d	e
9. Selects or makes instructional materials based upon the student's prescription:	a	b	c	d	e
10. Keeps anecdotal records which reflect daily behavior as well as work attempted:	a	b	c	d	e
III. Observation					
11. Schedules students in a manner which allows adequate time for instructions and reinforcement:	a	b	c	d	e
12. Uses work folders to assist student in establishment of independent work patterns:	a	b	c	d	e
13. Maintains student test data in an organized format:	a	b	c	d	e
14. Maintains social history and parental permission slips, etc., in organized format:	a	b	c	d	e
15. Arranges the physical environment to avoid confused, busy areas:	a	b	c	d	e

Throughout the year the project resource teachers wrote prescriptions for students served. The prescription for "Clyburn" written in August, 1973 and the two written in May, 1974 for "Robert" and "Missy" were subjected to a comparison evaluation. The following items were developed by the coordinator and assistant coordinator, with five possible points per item or a 70 point maximum.

EVALUATION FORM FOR STUDENT PRESCRIPTIONS

1. Identification of academic strengths from WRAT or other academic measures
2. Identification of learning strengths from SIT or other intelligence tests
3. Identification of academic weaknesses from WRAT or other academic measures
4. Identification of learning weaknesses from SIT or other intelligence tests
5. Identification of small motor strengths and/or weaknesses from drawings — i.e., Draw-A-Person (DAP), Bender, SDCT
6. Identification of student interest
7. Identification of the student's preferred sensory modality (if present)
8. Identification of best probable reinforcer
9. Choice of instructional materials suited to the student's age
10. Choice of instructional materials suited to the student's sex
11. Choice of instructional materials suited to the student's learning problem
12. Choice of instructional materials suited to the student's learning style
13. Choice of instructional materials suited to the student's regular classroom instructional program
14. Identification of specific skill weakness from test data or work samples.

The Chart on the following page indicates the mean number of points earned by the fourteen teachers on each of the fourteen criteria for each of the three prescriptions.

	Mean Points Earned for "Clyburn" Aug. 1973	Mean Points Earned for "Robert" May, 1974	Mean Points Earned for "Missy" May, 1974
1. Identification of academic strengths from WRAT	1.78	4.5	4.0
2. Identification of learning strengths from SIT	2.35	4.3	4.3
3. Identification of academic weaknesses from WRAT	2.85	4.8	4.3
4. Identification of learning weaknesses from SIT	2.78	4.5	4.3
5. Identification of small motor strengths and/or weaknesses from drawings (DAP, etc.)	2.92	4.1	3.7
6. Identification of student interest	1.21	1.6	.61
7. Identification of student's preferred sensory modality (if present)	4.64	5	1.9
8. Identification of best probable reinforcer	2.78	4.5	4.1
9. Choice of instructional materials suited to student's age	1.71	3.4	3.2
10. Choice of instructional materials suited to sex	1.85	3.4	2.8
11. Choice of instructional materials suited to learning problem	2.35	4.6	3.8
12. Choice of instructional materials suited to learning style	2.78	4.5	4.7
13. Choice of instructional materials suited to regular classroom instructional program	2.85	3.7	3.0
14. Identification of specific weakness from test data or work samples	2.35	4.8	4.5

A casual glance at the information contained in the chart indicates that a considerable change in the number of points was earned for the prescriptions written in 1973 versus 1974. Those completed in August were very general and would have been appropriate for almost any student with a reading problem. This is evidenced by the low mean number of points earned for identifying strengths (Items 1, 2, and 5) and weaknesses (Items 3, 4, and 14). All means for these six areas were 2.85 or lower on the five point scale. Likewise, the approaches selected were very general with few, if any, specific materials identified (Items 9, 10, 11, 12). The means of these four items ranged from 1.71 to 2.78 on a five point scale.

The teachers were most accurate in identifying the sensory modality primarily relied upon for learning (Item 7) with a mean of 4.64 points. They were least accurate in identifying the student's interest (Item 6) with a mean of 1.21 points. Given that these initial prescriptions were written by teachers whose previous experiences were generally in self-contained classes for exceptional children, they were a good beginning for individualized instruction. The first prescriptions accurately identified the strengths and weaknesses, and the chosen methods based upon them were appropriate. However, they lacked the precision and specificity needed for beginning a remedial program which would have delineated appropriate materials.

These results were encouraging to both the teachers and the project staff. All prescriptions held the promise of accurate and specific identification of factors relevant to the design of an individual instructional program. In addition, all persons were aware of the extreme difficulty in using only paper data. Thus, the instructors were confident that the teachers would do appreciably better with a "real flesh and blood" child.

Student Progress

The results of the pre- and post-testing for academic gains, attitudinal, and personality changes were analyzed statistically comparing the differences in raw scores on the pre- and post-measures with a t-test of related samples. TABLE 1 is a computation of the results for all the project students from all five of the school districts. It contains the t-value and the degree of freedom for each subject area and the level of significance. As can be readily noted, statistically significant raw score increases were reported for both reading vocabulary and comprehension, both arithmetic computation and concepts, and spelling. The negative attitude toward school was also lessened to a statistically significant degree.

TABLE 2 is a summary of the raw score means of all project students and their standard deviations for each subject area for the pre- and post-tests. It also contains the corresponding grade equivalency for each of the mean raw scores.

As can be observed from TABLE 2, the largest raw score gain was made in arithmetic concepts (14 points) while computation gain was 6 points. When these are converted to grade equivalencies using the appropriate tables published in the Manual of the Stanford Diagnostic Arithmetic Test and the Wide Range Achievement Test respectively, the concepts increased seven months and computation increased thirteen months. It was because of such differences which result in converting to grade equivalencies that it was decided to use raw scores in the statistical analysis.

TABLE 1

Student Achievement 1973-74
Resource Room Units in Child Service Demonstration Program

Summary of t-Values and Levels of Significance

Subject	t Value	df
Reading Vocabulary (WRAT)	26.76***	229
Reading Comprehension (SDRT)	15.25**	206
Arithmetic Computation (WRAT)	13.99**	107
Arithmetic Concepts (SDAT)	13.82**	104
Spelling	20.22***	145
School Attitude	−2.38*	261

*significant at .02 level
**significant past .01 level
***significant past .001 level
t-test of Related Samples

TABLE 2

Student Achievement 1973-74
Resource Room Units in Child Service Demonstration Program

Summary of Pre- and Post-Test Raw Score Means,
Standard Deviations, and Grade Equivalencies

Subject	Number of Students in the Sample	Mean Raw Score on Pre-Test	Mean Grade Equivalent	Mean Raw Score on Post-Test	Mean Grade Equivalent	S. D. of Pre-Test	S. D. of Post-Test
Reading							
Vocabulary	230	37.08	1.9	47.52	2.6	10.75	11.39
Comprehension	211	14.39	1.7	24.39	2.3	8.6	12.48
Arithmetic							
Computation	108	24.27	2.4	30.06	3.9	5.09	5.08
Concepts	105	25.99	3.0	39.58	3.7	15.53	19.02
Spelling	146	25.42	1.7	31.71	2.7	6.05	6.40
School Attitude	262	62.34	—	60.38	—	12.45	12.65

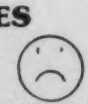
One should recall that students being served in the resource rooms had average intelligence, but, to this point in their school careers, had not achieved an expected year's growth in academics with a year's instruction. The resulting discrepancies between ability and achievement were .7 of a year in reading, .8 of a year in arithmetic, and .5 of a year in spelling for first graders. These discrepancies between ability and achievement increased such that by fifth grade the student was 2.5 years behind in reading, 1.9 years in arithmetic, and 2.7 years in spelling. It should also be recalled that the instructional period between pre- and post-testing was 5½ months. Thus *an average gain of 6 months in reading vocabulary, and 5 months in reading comprehension for children who had previously been unable to gain one month in achievement as a result of one month's instruction is an exciting result.* Average gains in arithmetic computation were 13 months; and in arithmetic concepts 7 months. Spelling achievement was equal to 9 months growth. Although the gains in achievement are great, it is realized that the instruments used are rather gross measures of achievement. Success of the resource room can also be seen in the dismissals from the tutorial program to full-time regular classroom placement. These results provide strong student prescriptions for learning disabled students in South Carolina public schools.

Student Attitude

In the resource room, students were asked to complete a short questionnaire for their resource teacher. Two hundred fifty-five children who had received instruction in the unit answered the following questions. The percent who chose each response is indicated in the appropriate column. TABLE 3 represents student responses obtained in April, 1974, after their resource room experience during the school year.

TABLE 3

STUDENT ATTITUDE TOWARD SCHOOL AND RESOURCE SERVICES

Child Service Demonstration Program			
1. How do you feel when it's time to get up and go to school?	40%	23%	37%
2. How do you feel when it's time for you to come to the resource room?	85%	10%	5%
3. How do you feel when you have to work and learn in the resource room?	70%	20%	10%
4. How do you feel in your regular room when the teacher tells you to get out your books and begin to work?	38%	28%	34%
5. How do you feel when you are with your classmates in your regular room?	70%	22%	8%
6. How do you make your resource teacher feel when you are in the resource room?	79%	13%	8%
7. How do you feel when it's time to go home from school?	80%	7%	13%
8. How do you feel about what you are doing and learning in the resource room?	76%	20%	4%
9. How do you make your other teachers feel when you are in their rooms?	57%	25%	18%
10. How do you feel when you are outside at recess time?	87%	7%	6%

Items two, six, eight, and ten are especially important. Item 10 had 87% of the children respond happily to "How do you feel when you are outside at recess time?" A close second with 85% of the students responding happily was Item 2, "How do you feel when it's time for you to come to the resource room?" Seventy-nine percent of the children felt that they made their resource teacher happy when they were in the resource room, (Item 6). Very importantly, 76% of the students felt happy about ". . . what you are doing and learning in the resource room?" (Item 8). This is sharply contrasted to Item 4 where only 38% of the children marked the smiling face in response to "How do you feel in your regular room when the teacher tells you to get out your books and begin work?" These are excellent indications that what the student is being taught is appropriate to his needs.

Regular faculty and principal opinions may be polled using instruments similar to those found in Appendices I and J.

In Summary:

The efficacy of the resource unit is found by examining the results produced: growth in student achievement and positive student attitudinal change toward school. The side effects of the resource unit are also beneficial to the school community, although more difficult to evaluate. The resource unit provides parent contact, growth in teacher sensitivity and an increased awareness of learning differences among students. These combined effects of the resource unit add immeasurably to the quality of education provided by the district.

INSTRUCTIONAL MATERIALS

BY THE PROPER MATCHING OF STUDENT NEED AND ABILITY WITH THE USE OF THE APPROPRIATE MATERIAL UNDER THE DIRECTION OF A CONFIDENT TEACHER, REMEDIATION WILL BE SUCCESSFUL.

The complexity of that statement must not be disregarded. First, student need and ability must be accurately determined by competent and thorough diagnostic examination and interpretation. Second, having established need and determined strengths the teacher must select an appropriate starting place for remediation. Third, the teacher must have a wide experience with materials in order to select that which is best suited to the particular student. Fourth, the teacher must have confidence in the remedial approach to convince a tired learner that success will now be possible.

Review of Selected Instructional Materials

As the resource room movement spreads there is an increasing demand for materials which assist the teaching of low level skills with high level interest.

A student having difficulty with academics in the second grade is often "re-taught" in a first grade manner. The materials and methods used are similar if not identical to the school's first grade curriculum. This same student reaching the third grade, and still lacking the necessary academic skills for success, will not learn from materials with which he has experienced previous failure. He must be "turned on" to the task by the stimulation of exciting, novel and motivating materials.

The older student needing remedial training may find content area reading far too difficult to handle. The resource teacher will be able to simplify social studies, science, etc., subject areas by assisting the teacher with:

(1) adapting regular curriculum
(2) taping texts
(3) teaching required vocabulary
(4) giving oral examinations

Recommended Instructional Materials

The resource room is individualized and remedial in nature. The goals for each student are established after the interpretation of relevant test data. The use of criteria reference tests have indicated learning gaps in reading and arithmetic. The student is taught what he needs to learn.

The instructional materials listed have been used successfully in resource rooms in South Carolina. This list represents a small fraction of the material recommended and available for children with learning disabilities. Undoubtedly, excellent materials have been omitted from this list. For that reason the reader is advised to develop an awareness for the types of materials found successful and to continue the professional's constant perusal of educational progress in the material catalogues.

The following list of materials and publishers have been compiled by the inter-district team members (IDT) of the Child Service Demonstration Program. Sources of information are:

(1) Project teacher recommendations
(2) *The Resource Room: Rationale and Implementation,* Hammill and Wiederholt, (1972).
(3) *Learning Disabilities Handbook,* Wood and Goldstein, (1972).

SUBJECT AREA: Equipment

Title / Description / Implementation	Instructional Level	Publisher
AUTO VANCE FS/SOUND PROJECTOR Auto Vance is a combination of cassette player and filmstrip. For individual or double viewing; plays the cassette and show film strip simultaneously. $119.95		Singer SVE, Inc.
BASF SUPREME C-30 CASSETTES Cassettes. Use with recorder. Child's reading, etc., can be recorded; or taped lessons can be prepared. $2.23		BASF Corp.
ADAPTABLE CASSETTE RECORDER-PLAYER Recorder, microphone. Use to individualize reading — to give dictated spelling exercises; for listening games; auditory discrimination exercises. $30.00		Discount Stores
EFI MODEL 101 AUDIO FLASHCARD READER Pushbutton rechargeable battery operated flash card reader; master track and two student response and self-check tracks. Used with EFI Patterns in Phonics I and II flash cards or other EFI programs; plays master track, student response, and student response drill track. $270.00		Electronic Futures, Inc.
HATACHI 200 CASSETTE PLAYER Small tape player — NOT RECORDER. Used by individuals for listening games and auditory exercises. $27.95		Hatachi Corp.
LANGUAGE MASTER Language Master instrument, providing audio-visual instructional system. Used for individual instruction and reinforcement; can be used independently. $250.00		Bell & Howell
NU COMB RECORD PLAYER — RT20B Record player - place for headphones - adapter included. For playing records. $89.00		Nucomb Products Co.

SUBJECT AREA: Language Arts

HOUND DOG AND TURTLE PUPPETS Friendly, floppy puppets that may be used in language training. Helpful in overcoming inhibitions. $8.75.	Elementary	Fearon Publishers
LIPPINCOTT'S BASIC READING Book A, B, C, D, E This basal reading series is linguistic and phonetic based with delightful stories and illustrations. The pace of presentation can be adapted to the students learning rate. Motivational for grades 1-thru 6. $26.00	Primary	J. B. Lippincott Company
MERRILL LINGUISTIC READERS Reader 1, 2, 3, 4, 5, 6 This reading series is a linguistic presentation. It provides a reading experience without the distraction of pictorial stimuli. Recommended for the student who must face the world of reading seriously and task oriented. $18.00	Primary	Charles E. Merrill Publishing Co.

All prices are subject to change.

Title — Description — Implementation	Instructional Level	Publisher
DR. SPELLO Second Edition Excellent remedial workbook for the 5th, 6th, and 7th grade student needing experience with word synthesis. Can be used with teacher made cassettes for independent study. $1.23 each book.	Adaptable 3rd gr. & up	McGraw-Hill, Inc.
CONQUESTS IN READING Excellent adaptable workbook for 1 thru 6 graders needing phonetic skill development. It is recommended that the teacher create accompanying cassette tapes to develop independence. This is a *must* for the resource room. Transparent covers can protect pages for erasable work. $1.71	Adaptable	Webster Division McGraw-Hill, Inc.
DOLCH BASIC SIGHT WORD CARDS The 220 Dolch Basic Sight words plus instructions. Divide words into 2 piles — those the child knows and those he doesn't know. Child will learn words by sight. $1.50	Grades 1-3	Garrard Publishing Company
DOLCH GROUP SIZE CONSONANT CARDS 58 3 x 10 oaktag cards presenting initial consonants in pictures and words. Useful with group or individuals. Teacher can easily devise activities. Also useful for word recognition. $2.50	Grades 1-3	Garrard Publishing Company
DOLCH GROUP SIZE VOWEL CARDS Instructional plus short vowels and final e rule; vowel digraphs; diphtongs; vowels with e and i, with r and with soft c. After initial instruction, use cards for generalization and review. One can use the picture side first or else just the printed side. $2.50	Grades 1-6	Garrard Publishing Company
DOLCH SIGHT PHRASE CARDS 2 and 3 words card — includes the 95 most common nouns and the Dolch Basic Sight Vocabulary, instructions. Teacher flashes cards (one at a time) to pupil at increasing rate of speed. Other methods in instructions. $1.25	Grades 2-5	Garrard Publishing Company
FLANNEL BOARD CAPITAL MANUSCRIPT LETTERS Red flannel capital letters. Used for spelling exercises — making sentences, teaching sounds, games. $2.00	Primary Grades	Milton Bradley Co.
FLANNEL BOARD LOWER CASE LETTERS Red flannel lower case letters. Used with younger children for making words and sentences. $2.00	Primary Grades	Milton Bradley Co.
PHONICS GAMES — GRADES 1-3 Instructions and games (1. Old Itch; 2. Spin-a-sound; 3. Bingo-bang; 4. Blends Race; 5. Digraph Whirl; 6. Digraph Hopscotch; 7. Vowel Dominoes; 8. Spin Hard, Spin Soft; 9. Full House; 10. Syllable Count). After the child receives instruction on an area in phonics, play the game to see if this knowledge will transfer and also for reinforcement. $39.90	Grades 1-5	Lyons and Carnahan

All prices are subject to change.

Title	Description / Implementation	Instructional Level	Publisher
PHONICS WE USE (BOOKS A - G)	Phonics Workbook, Teacher Manual for each. Individual student workbook. Follow directions as given in margin of each page. No extras needed. Use only after introductory lesson on sound or skill. Books A-B, $.72; C-G, $.81	Pre-Primer-6	Lyons and Carnahan
PHONIC WORD BLEND FLIP CHARTS	Each set has 10 flip charts for 20 basic word families — builds 272 blends in each set. Individual or group use. Children combine consonant blends with word endings. $7.50 complete set.	Grades 1-3	Kenworthy Educational Services
SPECIFIC SKILLS SERIES	Series of exercise books, each focusing on necessary skills to improve reading comprehension, i.e., using the context, finding the answer, following directions. Each booklet contains exercises, answer key. Series format implies individual student use of booklet. Child reads direction with teacher then goes through the exercise independently. Child records and checks own answers. $52.30/set of 43 available books.	A (Gr. 1) - Adv. (above Gr. 6)	Barnell Loft, Ltd.
WORD SUFFIX CARDS	20 cards, bendable to make use of suffix possible with 4 different words. Have child read root word and then word with suffix. Also have child use words in sentences. $.85.	Grades 3-6	Kenworthy Educational Services
LANGUAGE MASTER PRERECORDED CARD SET — ALPHABET MASTERY PROGRAM	One set of 200 Language Master cards, with printing on front of cards and magnetic recording tape on both sides. From two to six letters are printed on each card. Cards used on Language Master. A tape on the front of the card (below printed letters) asks a question involving recognition, identification, discrimination, or sequence. On the back of the card, the student records his answers and can check for accuracy. $35.00.	K - Gr. 1	Bell & Howell
LANGUAGE MASTER PRERECORDED CARD SET — LINGUISTIC WORD PATTERN SETS I and II	Two sets of 200 Language Master Word Cards each. Every card contains both graphic and audio components. The words presented follow the three basic linguistic spelling patterns. Use on Language Master. A tape on front of card presents the teaching material. Student track on card used for comparison. Should be used with supervision for brief daily sessions. $35.00	I: K-2 II: 1-4	Bell & Howell
MULTI-LEVEL SPELLER & DICTIONARY (PRIMARY)	Multi-level spelling book and dictionary. Practice in use of alphabetical order and guide to using dictionary. $1.44	Grades 1-2	Penns Valley Publishers
MULTI-LEVEL SPELLER FOR GRADES 1 - 12	Speller book, Teacher's guide, and Student record book. Student begins at his own individual level. Present as the basic component of a language arts program. Speller $1.44; Teacher Guide $2.20; Student book $1.12	Grades 3-12	Penns Valley Publishers

All prices are subject to change.

Title / Description / Implementation	Instructional Level	Publisher
PATTERNS IN PHONICS I-II 5 sets of audio flash-cards stressing sequential phonic skills, one teacher manual per series. Used with model 101 Audio Flashcard Reader — primarily for individual instruction. Level I: $320.00; Level II: $380.00	Pre-Prim. Grade 3	Electronic Futures, Inc.
WORD PREFIX CARDS Set of cards presents 23 different prefixes blended to from 216 words Individual or group use. Flip chart to make children combine prefixes with root words. $.85.	Grades 1-6	Kenworthy Educational Services
WRITE AND SEE Individual pupil books and matching Teacher's edition for each level; Write-and-See pens; alphabet and number display cards. Pupil writes in Write-and-See book which is printed on special paper. Colors show the pupil immediately if he is right or wrong. Children proceed at own pace, in programmed steps with teacher direction. Pupil book $.69; Teacher's Edition $1.50; Alphabet wall cards $2.25; Pen $.30	Grades 1-6	Lyons & Carnahan
SUBJECT AREA: Reading Comprehension		
BOWMAR READING INCENTIVE PROGRAM Multimedia kits (filmstrip, cassette, 10 books). Title include: Slot-car racing, go-karting, etc. Used with Study-Mate Audio Vance Filmstrip and tape used as introduction; book used to concentrate on comprehension and vocabulary; book and tape paired for child having difficulty with vocabulary. $32.99/kit	Grades 2-3	Bowmar Publishing
CHECKERED FLAG READING PROGRAM — AUDIO-VISUAL KITS A AND B Four titles in each series; cassette or record, and filmstrip for each. Additional necessary equipment: cassette player, filmstrip viewer, record player. Record and film serve as introduction to book. Cassette paired with book for slow readers. $90.00/kit with cassettes (records available)	Grades 3-6	Field Educational Publications
CHECKERED FLAG READING PROGRAM — SERIES A AND B Four titles in each series. Best suited for individual student use. Student reads chapter, then completes chapter exercises in book. Tapes paired with book motivate slow learner. $15.90/series	Grades 3-6	Field Educational Publications
THE MONSTER BOOKS Twelve books with vocabulary related to the students language. Enjoyable reading. $.95 each; Guide $1.95; Set of 10 of each book and guide $114.	Remedial	Bowmar, Inc.
READING INCENTIVE LANGUAGE PROGRAM Subject matter of modern interests: Drag Racing, Surfing, Minibikes. Available as kit or books, record, filmstrips, cassette. Price from $2.60 to $75.	Remedial	Bowmar, Inc.
COMPREHENSION SKILLS Spirit Masters developing a sequential program in comprehension skills through questions and graphic response.	Grades 1-6	Continental Press

All prices are subject to change.

Title / Description / Implementation	Instructional Level	Publisher
LISTENING SKILL BUILDER TAPES Professionally recorded on tapes using multiple voices, sound effects and music. Student completes exercises in "My Own Book for Listening and Reading" that helps develop literal comprehension and time sequence skills. 1a, 1b, 1c. $16.25 ea. "My Own Book for Listening and Reading," $.80 each.		Science Research Associates

SUBJECT AREA: Mathematics

TIME AND TELLING TIME Text-work-book, teacher manual. Some traditional exercises that involve matching, filling blanks, etc., but the bulk of the book is made up of clock exercises. $1.50 text; Teacher's manual free.	Grades 3-6 Reading Level 2.9	Fearon Publish Lear Siegler, Inc.
USING DOLLARS AND SENSE Text-work-book, teacher manual. After a review of addition and subtraction, the student is introduced to problems involving multiplication and division. Same features as MONEY MAKES SENSE but at a more advanced level. $2.00 text; Teacher's manual free.	Grades 4-6 Reading Level 3.6	Fearon Publish Lear Siegler, Inc.
ARITHMETIC FACT KIT Fact pacer, fact cards, preview cards, mastery test, and self-help cards for addition, subtraction, multiplication, division, plus student record booklets. Child selects card, sets fact pacer at prescribed speed, records answers on separate sheet, checks own answers, records score in student record booklet. $58.98/kit, $.51 student record book	Grades 2-6 and above	Science Research Associates, Inc.
ARITHMETIC — STEP BY STEP KIT Teacher's manual plus demonstration catalog with a copy of each worksheet in set, Sets A and B; Dittos for worksheets. Individual or group use; needs a ditto machine. Can use as a regular math program along with instruction initially or as a supplement to any program. $59.50	Kit A - K - 3.5 Kit B - Gr. 2-6	Continental Press, Inc.
BEAD FRAME ABACUS Each of the ten wires in the sturdy plastic frame carries ten beads in a different single color. The young learner can explore, discover and grasp mathematical concepts quickly and accurately with teacher guidance. $2.50	Grades 1-6	Invicta Division General Learning Corp.
CUBICAL COUNTING BLOCKS Box of multi-colored cubes with 1" side. Used to demonstrate math concepts — make and copy block designs. $5.00	All	Milton Bradley Co.
CUISENAIRE CUBES, SQUARES AND RODS CX-11 28 sizes and 10 colors of cubes, square rods; plastic containers for cubes. Used for concrete representation of math problems, games. $39.95	Grades K-6	Cuisenaire Co.
CUISENAIRE RODS STUDENT ACTIVITY CARDS Kit consists of 66 cards in ten sets to be used with Cuisenaire rods. Teacher notebook included. Cards are written for children's use and provide a wide variety of games, activities, and problems. $9.95	Grades K-6	Cuisenaire Co.

All prices are subject to change.

Title / Description / Implementation	Instructional Level	Publisher
FLANNEL BOARD NUMBERS 100 numerals and symbols (3"). For teaching number symbols and computations on Flan-O-Graph. $2.00	Grades 1-3	Milton Bradley Co.
FRACTION CHART (SBN03-020905-6) A rectangular frame with 6 slides and cards for representing the fractional parts that fit into slides. Teacher-pupil use in studying meaning of common fractions, helping to interpret results from the operations with fractional parts of groups. $8.28	Grades 4-6	Holt, Rinehart & Winston, Inc.
INDIVIDUAL NUMBER LINES Plastic coated number in red and black. For repeated use with wax crayons. For practice with number concepts. $1.10 doz.	Lower Primary	Milton Bradley Co.
NOONAN-SPADLEY DIAGNOSTIC PROGRAM OF COMPUTATIONAL SKILLS Teacher manual, skills development book, test book, answer sheet. Use to identify and quickly remediate student deficiencies in arithmetic computational skills; test is given. Incorrect skills can be developed correctly by use of keyed pages in skill development book. $1.70 skill dev. book; $5.80 test bk.; $.50 manual	Grades 3-6	Allied Education Council Distribution Center
PROGRAMMED MATH BY SULLIVAN ASSOCIATION Teaching skills books, word problem books, instructor's guide, placement exams, progress test book. Individual use; self-correcting. $1.47/ea. teacher skill book; $.78/ea. word problem book; $5.97 instr. guides 1-8; $2.64 placement exams, books 1-8; $.99 test bks. 1-8	Grades 1-6	Webster Division McGraw-Hill Book Co.
MATHEMATICAL BALANCE Balance beam, weights, instruction book. Can be used for addition, subtraction, multiplication, or division. $6.30	Grades 1-6	Invicta Divis. General Learn. Corp.
MEASURE UP Text-work-book, teacher manual, and overlays. Children work in text-work-book with teacher supervision. Lessons on how to measure, and "measurement pictures." $2.00	Grades 3-6 Reading Level 2.7	Fearon Publishers Lear Siegler, Inc.
MONEY MAKES SENSE Text-work-book; teacher manual. Teaches the principles of arithmetic through use of money; thereby giving student practical grasp of value and use of money while he is learning to add and subtract. $2.00 text; teacher's manual free	Grades 3-6 Reading Level 2.8	Fearon Publishers Lear Siegler, Inc.
GIANT RULE (SBN03-020960) Fiberboard backing 35" x 10" and red ribbon moving along slot to stimulate pencil line. Can be used for developing abilities to read lengths from a ruler accurately and for understanding of approximation and ranges of accuracy in measurement; also may be other teacher-pupil uses. $11.07	Grades 1 & up	Holt, Rinehart and Winston, Inc.
CLOCK FACE RUBBER STAMP (SBN03-02100504) Face of clock without hands on a rubber stamp. Used for teaching concept of time. Also used for timing children's work: stamp on back of paper; draw green hands for starting, red for finishing time. $2.43	Primary Grades	Holt, Rinehart and Winston, Inc.

All prices are subject to change.

SUBJECT AREA: Visual Perception

Title / Description / Implementation	Instructional Level	Publisher
MICHIGAN LANGUAGE PROGRAM Tracking Material — Learning program workbooks are designed to improve visual discrimination, reading comprehension, left-to-right direction and skill in following a line of picture, numbers, letters or words. The materials are appropriate for beginning readers, remedial cases, and slow readers at all levels. Symbol tracking, Primary tracking, visual tracking, word tracking. $2.50 each.	Adaptable	Ann Arbor Press
DUBNOFF SCHOOL PROGRAM 2 Directional-spatial pattern board exercises to develop perception, coordination and manipulative skills. $29.00	Adaptable	Teaching Resources Corp.
ERIC PART 1 AND PART 2 Games to develop form discrimination, sequence, spatial relationships, dexterity. Part 1 - $25.00; Part 2 - $19.00	Adaptable	Teaching Resources Corp.
FROSTIG PROGRAM FOR THE DEVELOPMENT OF VISUAL PERCEPTION Perception and comprehension material. Student books, Diagnostic tests, teacher's manual that help develop 5 areas of visual perception: spatial, figure-ground, visual discrimination, visual motor, position in space.	Adaptable	Follett Educational Corp.
PEG BOARDS Developmental learning materials. This approach enables a development of manual dexterity and training in the visuo-motor math without the distraction of background interest. $5.00-$10.00	Adaptable	Teaching Resources Corp.
PUZZLES Developmental learning materials. Puzzles are valuable in developing eye and hand coordination, closure and whole-part relationships. $1.50 & up.	Adaptable	Teaching Resources Corp.
PARQUETRY BLOCKS Developmental learning materials. Parquetry designs are an excellent way to teach organization and spatial relationships. Designs challenge visual memory. $3.75	Adaptable	Developmental Learning Materials
SEQUENCE PICTURES Assist in learning of recall and sequential thinking skill development. $3.75	Adaptable	Developmental Learning Materials
COLORED INCH CUBES Abstract Sequence Recall. Multi-colored cubes 1" square. Can be arranged in patterns to be copied by child from memory. $3.50	Adaptable	Developmental Learning Materials

SUBJECT AREA: Auditory Perception

PHONICS IN A NUTSHELL Each lesson contains all sounds, rules, examples, drills, games, activities and tests. Available in filmstrip/record or filmstrip/cassette. 9 flimstrips and recordings and manual. $139.50	Remedial	Ben H. Covington, Inc.

All prices are subject to change.

Title / Description / Implementation	Instructional Level	Publisher
PHONICS IS FUN Phonics program. Student workbook, teacher's Edition — from Readiness on to develop auditory skills (tracing involved, visual clues, etc. used). Book 1 - $1.47; Book 2 - $1.47; Book 3 - $1.45. Teacher's Edition - $2.60 each.		Modern Curriculum Press
SKETCH 'N' TELL Materials for 8 week learning program for a class of 30 students. Storage box is included for the 6 activity books. Provides practice for coloring, sketching, vocal activity, choral reading (applicable for district purchase for several resource rooms). $88.00	Primary Remedial	R. L. Bryan
SOUND/ORDER/SENSE (SOS) SOS is a two year auditory perception program that develops auditory skills. (1st grade introduction.) SOS also provides essential auditory training for the older student. Sample - $11.50; Level 1 - $21.96; Level 2 - $21.96.	Primary	Follett Publishing Company
LISTEN AND HEAR BOOKS Six stories developed to assist in auditory discrimination of troublesome letter sounds. L,F,K,R,S,TH. Each $3.48; pkg. $19.41.	Primary	Follette Publishing Company
HOUND DOG AND TURTLE PUPPETS Frienaly, floppy puppets that may be used in language training. Helpful in overcoming inhibitions. $8.85	Elementary	Fearon Publishers
SUBJECT AREA: Eye-Hand Coordination		
TWO-HANDED SCISSORS This unique scissors has two sets of handles and is designed for the purpose of aiding the student who (1) has poor visuo-motor coordination, (2) lacks strength, (3) has tremor, and (4) has poor figure ground differentiation. Blunt and pointed are available. $1.50	Primary	Developmental Learning Materials
BEAN BAGS ($3.00) SPONGE BALLS ($.90 to $1.60) Aid in development of gross motor skills while protecting the student from injury.	Adaptable	Developmental Learning Materials
TRACING PAPER Available locally. Allows for practice with eye-hand coordination. Useful with student exhibiting difficulty with skills necessary for handwriting.		

All prices are subject to change.

PUBLISHERS' NAMES AND ADDRESSES

Allied Education Council
Distribution Center
P.O. Box 78
Galien, Michigan 49113

Ann Arbor Publishing Company
P.O. Box 388
Worthington, Ohio 43085

BASF Systems, Inc. (R. L. Bryan)
Crosby Drive (Columbia)
Bedford, Massachusetts

Bell and Howell
(R. L. Bryan Co.)
P.O. Box 368
Columbia, S. C.

Bowmar Publishing Company
622 Rodier Drive
Glendale, California 91201

Continental Press
520 East Bainbridge St.
Elizabethtown, Pennsylvania 17022

Ben H. Covington Company
P.O. Box 1761
Columbia, S. C. 29202

Cuisenaire Company
12 Church St.
Rochelle, New York 10805

Developmental Learning Materials
7440 Natchez Avenue
Niles, Illinois

Electronic Futures, Inc.
Division of Educational Development Corp.
57 Dodge Avenue
North Haven, Conn. 06473

Fearon Publishers/Lear Siegler Inc.
6 Davis Drive
Belmont, California 94002

Field Educational Publications
609 Mission St.
San Francisco, California

Follett Educational Corp.
1010 West Washington Blvd.
Chicago, Illinois

Garrard Publishing Company
1607 North Market St.
Champaign, Illinois 61820

Hatachi Corp.
Tokyo
Japan

Holt, Rinehart & Winston Inc.
680 Forrest Road, N.E.
Atlanta, Georgia

Invicta Division, General Learning Corp.
Media Division
250 James Street
Morristown, New Jersey 07960

Kenworthy Educational Services
%Stones Southern School Supply
Raleigh, North Carolina

J. B. Lippincott Company
E. Washington Square
Philadelphia, Pennsylvania

Lyons and Carnahan
407 East 25th Street
Chicago, Illinois 60616

McGraw-Hill Book Company
P.O. Box 404
Hightstown, New Jersey 08520

Charles E. Merrill Publishing Company
Bell and Howell Company
Columbus, Ohio 43216

Milton Bradley Company
(R. L. Bryan)
P.O. Box 368
Columbia, S. C.

Modern Curriculum Press
13900 Prospect Road
Cleveland, Ohio

NuComb Audio Products Company
12881 Bradley Avenue
Sylmar, California

Penns Valley Publishers
307 West Beaver St.
St. College
Pennsylvania 16801

R. L. Bryan Company
P.O. Box 368
Columbia, S. C.

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Singer SVE, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

Teaching Resources Corporation
100 Boylston Street
Boston, Massachusetts 02116

REMEDIAL TECHNIQUES

The resource unit serves as the tutorial agent within the school. Tutoring implies the teaching of skills previously taught but unlearned. The resource teacher may assume that the student needing tutorial assistance was unable to learn the skill in a traditional manner.

This chapter suggests "untraditional" techniques which have been successfully used by project teachers in resource rooms. The project teachers have felt enthusiastic about these techniques and compiled them in a standardized format in order to share them with one another. The name of the resource teacher sharing the individual suggestions is listed following her contribution.

The inclusion of these techniques will provide the reader with ideas from which to generate novel and appropriate methods for the individual student in other classrooms.

It is recommended that individual districts compile their own "cookbooks for tutoring" in order to share experiences and promote better teacher communication from school to school.

Additional Reference

A Remedial Diagnostic Handbook for Children with Learning Disabilities, Region One Education Service Center, Special Education Division, Primera Box 8366, Harlingen, Texas 78550.

Hammill, Donald, Bartel, Nettie. *Teaching Children with Learning and Behavior Problems*. Boston: Allyn and Bacon, 1974.

Johnson, Doris, Myklebust, Helmer. *Learning Disabilities Educational Principles and Practices*. New York: Grune and Stratton, 1967.

Discrimination Skills

The resource teacher is aware that not all students have adequate skill in the ability to discriminate letter symbols or sound. For the student with a deficiency in one or both of these areas, reading may be impossible. Students with a weakness in the area of discrimination will need to concentrate so intently when trying to read that the activity is exhausting. The energy fatigue will then trigger behaviors of avoidance: restlessness, day-dreaming, inattention, etc.

Some students have never connected the importance between saying sounds in blended fashion and the production of a word. This skill builds upon a basic auditory discrimination ability. The same principle would apply for the understanding that a particular shape will represent a particular letter and/or sound (excluding, of course, those unfortunate but often incurred exceptions to the rule). The students lacking any of these skills will have difficulty comprehending the spoken or written language.

Visual Discrimination

Remedial techniques in this section are geared toward the development of improved visual discrimination skills. Visual discrimination develops the ability to notice differences in objects, letters or words. By using this procedure plus creating additional ones based on the particular student's interest the teacher can develop reinforcing activities and materials to strengthen the student's ability to perceive necessary differences.

Visual memory is the ability to recall and remember what has been seen. *Visual tracking* is the ability to remember symbol sequence. Both of these skills are part of the required processes of reading. If a child is to develop the ability to interpret meaningful visual symbols he must store that information into a sequential memory system. Remedial techniques for these skills are included in this section.

VISUAL SKILLS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Visual Memory Problem	Inability to sequence familiar unrelated objects. Example: ball stop go	Place a card on the table with a series of three words. Examine carefully. Remove and replace with card having two sets of words. One in correct order and one incorrect. Have student pick correct sequence. go ball stop ball stop go	Cards Marking pen.	
Visual Memory Problem	Inability to sequence familiar unrelated objects. Example: 1 3 2 4	Place card with numbers. Same procedure as previous card. 1 2 3 4 1 3 2 4	Cards Marking pen.	*Rose Ann Robinson*
Poor Visual Memory	Has difficulty with revisualization of words	Using an overhead projector flash non-sensical words or words the student does not know. Have the student reproduce the words and check immediately.	Overhead projector and pencil	*Angie Edgell*

VISUAL SKILLS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Visual Memory Problem	Inability to remember visual stimuli	Place pictures in front of student. Pictures should be in horizontal rows. Student looks at pictures in left to right progression. Before pictures are completed, ask student to stop and point to last object viewed. Remove the pictures for a few seconds and ask student to point to object again and to identify it.	Card with at least 9 pictures on it.	
Visual Memory Problem	Inability to remember visual stimuli	Place card with words on it. Same procedure as above. Example: go / stop / see walk / red / eye the / me / green	Card with at least 9 words on it.	
Visual Memory Problem	Inability to recall three dimensional objects.	Show three objects on a table. Show one duplicate and then remove from view. Ask student to pick out that removed from remaining three objects.	Any objects. Examples: lock, pencil, ruler, toy car, small purse, paper clip, eraser, etc.	
Visual Memory Problem	Same as above.	Put three objects on a table and ask students to examine closely. Count to ten and remove three objects. Ask student to then name them.	Any objects.	

VISUAL SKILLS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Visual Memory	Same as Above.	Place three objects on a table. Ask student to examine carefully. Count to ten and then have student turn back to objects. Remove one and ask student to name missing one.	Any objects.	
Visual Memory	Same as above.	Recalling geometric figures in sequence. Look at one side of colored circles. Reverse to blank side. Have student tell sequence of colors.	Colored paper circles.	
Visual Memory	Inability to recall two dimensional objects.	Identifying three pictures. Show student three pictures containing familiar objects. Remove and have student recall the objects.	Old catalogs. Pictures of toys, clothing, household furnishings, etc.	
Visual Memory	Inability to recognize omission of selected details.	Put down card with geometric designs on it. Place duplicate designs on two of the card designs. Remove and have student place in correct places.	Tagboard cards. Paper geometric designs.	
Visual Memory	Same as above.	Identifying a part missing from a picture. Place down a picture and let student examine closely. Remove and replace with another picture, identical except for one missing part. Have student identify missing part.		
Visual Memory	Inability to sequence familiar unrelated objects.	Show student a series of sequential pictures. Examine carefully. Remove and replace with same pictures but in different sequence. Have student place in correct sequence.	Series of pictures.	
Visual Memory	Inability to sequence familiar unrelated objects	Recalling tic-tac-toe designs. Draw tic-tac-toe designs in a few boxes on one card. Remove and replace with empty board. Have student point to box where X's and O's can be found drawn on removed card.	Several cards with different tic-tac-toe designs drawn on them. Plain card with just squares marked for tic-tac-toe.	*Rose Ann Robinson*

Visual-Motor (Eye-Hand) Coordination

Fundamental to the student's acceptable performance in school is the refinement of eye-hand coordination. A student needing remediation in this area will find any graphic expressive attempt frustrating to self and, no doubt, teacher.

FROM: CONTINENTAL PRESS' SUPPLEMENTARY VISUAL-MOTOR WORK

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Coordination Problems (visual-motor)	Child cannot trace well	(a) The teacher draws a large simple design, such as a circle, triangle, or star on the board (use a dotted line). A starting point at the left side of the design is marked. (b) The teacher demonstrates how to trace the design with the forefinger beginning at the marked starting point. (c) Tracing is then done with colored chalk. Several pupils may trace the same design if each uses a different color. (d) Group discussion follows each attempt. Deviations are pointed out and also the commendable features, for this improves skills of observation and discrimination. (e) After adequate practice in group study, smaller duplicated designs are used in order to appraise each individual's achievement. (f) Gradually even smaller designs are introduced. Before proceeding to the next job, the pupil should be able to trace a 3" x 3" design. Six designs of this size can be accomodated on regular sized duplicating paper.	Colored Chalk Easels or blackboard 3" x 3" designs	Especially effective when used with Continental Press Dittoes. Also can be used with the immature tracer. 116 *Suzie Chaplin*

FROM: CONTINENTAL PRESS' SUPPLEMENTARY VISUAL-MOTOR WORK

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Coordination Problems (visual motor)	Child (children) cannot "complete a design"	a. Teacher draws on blackboard or easel two designs (side by side) which are identical except for a missing detail in the one to the right. Say: "Look at the 1st picture. Now look at the other picture. It is not finished. Finish it so that it looks like the 1st picture." (ex. use a cross and omit one of the lines) b. The difficulty of the activity is increased gradually by omitting a *minor* detail instead of a major feature. c. A variation: The teacher draws 2 circles that are identical. "Close your eyes while I change one of these circles." Then add a detail. Say: "Now look at the circle and see what I have changed." Keep adding details. d. Paper and pencil activity follows this. Pairs of smaller designs may be duplicated for individual activity and appraised. e. Correction of the acitivty is made under teacher guidance. He uses a colored crayon and draws in the correction as each design is discussed by the group. The teacher stresses the need for accuracy and correct spacing. "Is the line on the paper the same length as the one in the 1st picture; or, is your line going right through the middle, too?" This helps the students to become keen observers. Correcting is vital!	Colors Paper Pencils Designs	Especially effective when used with Continental Press dittoes. Also SRA's *Learning to Think* has similar ideas (Red Book, Green Book, Blue Book, Gold Book) *Suzie Chaplin*

FROM: CONTINENTAL PRESS' SUPPLEMENTARY VISUAL-MOTOR WORK

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Coordination Problems (spatial vis-motor)	Children having trouble with seeing Spatial Relationships	a. The teacher draws a simple design, such as a circle on the board. Then draws a zig-zag through the circle. One part of the circle is heavily outlined or outlined in color. Then an exact duplicate of the outlined part together with two similar shapes are drawn beside the circle. Say: "Look at the circle. A piece has been cut out of it (teacher traces with forefinger the outlined part)." Find the cut-out piece among these three pieces beside the circle. b. Increase the difficulty by turning the correct shape so that it is not in a position identical with the outlined shape. Use various shaped cut-outs and other figures, such as a square, a triangle, or a star. c. Oak-tag shapes may be used but care must be taken that the pupils do not *handle* the cut-out shapes and fit them into the cut-out. (This is designed to develop the *visual* ability to manipulate imaginary shapes in space.)	Colored chalk, blackboard	Especially good when used with Continental Press dittoes SRA has similar ideas (pages) in Red Book Blue Book Green Book Gold Book (Learning to Think Series) Outlining the shape may be needed early in the development of the skill but it should not be accepted procedure for completing this stage. *Suzie Chaplin*

FROM: CONTINENTAL PRESS' SUPPLEMENTARY VISUAL MOTOR WORK

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Coordination Problems	Children are learning to reproduce a design from copy or are having problems here.	a. Draw a simple design on board. Tell children to look at picture and to make "one just like it here (point to space at right of design)." b. The group edits the pupil's attempt. c. Difficulty is gradually increased by using complicated designs, then letters and digits. Accuracy in procedure and results is required.		Especially good when used with Continental Press dittoes. SRA's Learning to Think Series (*Red - Gold* Books have similar ideas.)

Suzie Chaplin

FROM: CONTINENTAL PRESS' SUPPLEMENTARY VISUAL-MOTOR WORK

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Sequencing Problem	Children having trouble with sequence	a. The student uses a string of beads strung in a specific pattern of arrangement, such as 2 square beads, one round, 3 cylinders, two squares. Discuss the sequence here. Then ask "which kind of bead should you string next?" (Here you can see how easy or difficult to make the task) b. For the immature or severe remedial case: use pattern of schoolroom equipment. (ex: book - pencil book - pencil etc. (or) 2 erasers - one chalk - 2 erasers c. For the abler pupils, draw a pattern using several designs or a graphic design. d. Gradually each pupil is asked to complete the sequence after first determining the specific pattern of the arrangement.	Beads (squares, cylinders, circles, etc.)	Use with Continental Press dittoes, if available. SRA has similar ideas in their *Learning to Think* series (in *Red - Gold* Books.) *Suzie Chaplin*

AUDITORY SKILLS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Auditory Sequence	The student is more of a visual learner. He tends to mix up the beginning, middle, and ending sounds of a word.	Take a simple vocabulary of about four words (examples: cat, dog, bug, rat, pig, etc.). Find rather large pictures of these words and cut pictures into 3 puzzle-like parts (head, body and tail). Put the letters of the words on cards. After the student puts the animal together, you explain how the animal has a beginning, a middle and an end just like the word does. Place the corresponding letter card over the various parts of the animal. Go over the sounds. Take apart and let the student put the animal puzzle and letters in the right place. The animal picture should provide the visual cue needed to aid the auditory.	1. Index cards 2. Animal pictures 3. Scissors	121 *Frieda LaBonte*
Auditory Sequencing	The student has a problem of grouping letters or finding syllables in a word when sounding out words.	On a small card write a two syllable word on the card in two syllables. Cut the card in half with various patterns — end up with two piece puzzle. af ter af/ter Put all the first syllables together. Lay out the ending syllables on the table. Put just syllables down 1 by 1 and student matches it with one of the second syllables. Checks work by seeing if the parts match.	Index cards Pen Scissors Vocabulary list	

Auditory Discrimination

Auditory discrimination is the ability to hear and comprehend different sounds. This skill is the necessary foundation for understanding of language.

In the absence of a physical hearing defect, it is possible that discrimination skills are undeveloped because of environmental influences. Instruments as the *Wepman Auditory Discrimination Test* or *Screening Test for Auditory Perception* may be helpful in screening for certain kinds of auditory discrimination deficits.

By using these procedures plus creating additional ones based on the student's interest the teacher can develop reinforcing activities and materials to strengthen the students ability to hear similarities and differences.

AUDITORY SKILLS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Auditory Reception or Verbal Sequencing	Student does not recognize sequencing of thought, or has a short attention span, particularly in reading	"Fortunately-Unfortunately" 1. Display a high interest picture, commenting on interest factors and leading students to comment on details. 2. Introduce meaning of words "fortunately (that's good) and unfortunately (that's bad)." 3. Work together on a series of logical statements that follow in sequence from good to bad (always end with a "fortunately" statement, therefore the series will be odd-numbered — 5, 7, 9 or more sentences). cont'd on page 114	High interest picture. Paper cut to make into several pages of a "book" with one statement on each page. After group project, each student can make and illustrate his own booklet.	This creates interest in: drawing sequencing humor new words correct sentences or phases *Marjory Ward*

AUDITORY SKILLS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
		4. Examples: Fortunately, the weather was good on the day of the picnic. Unfortunately, the sun was too hot. Fortunately, we found a big shade tree. Unfortunately, there was a wasps' nest in the tree. Fortunately, we brought insect spray . . . etc.		*Marjory Ward*
	Poor auditory - visual association	Tape sentences, for example, "The boy saw a car." Make a ditto sheet with the same sentences that are on the tape. The child listens to the tape and reads along silently. After each sentence on the tape ask a question such as "What did the boy see?" On the ditto sheet have pictures from which the child can choose an answer. Have student circle the picture that answers the question. After successful response, words may be used on the sheet instead of pictures. Extend to paragraphs and short stories. Tape some sentences. On a ditto sheet have corresponding sentences, several of them that differ in some way. The child tells if the auditory and visual sentences are the same or different.	Tape recorder Paper Pencil	123

AUDITORY SKILLS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Building Listening Skills	Child is unable to recognize consonant sounds	Hold up a paper towel roll to child's ear as thread or string is wound on a spool. Student winds when the "s" sound is heard in the teacher's calling of letter sounds and stops when not.	Tube from roll of paper towels, and string	*Natalie Gibson*
Ear Training for consonant sounds	Child is unable to distinguish consonant sounds	Cover child's head with a towel and tell him you are going to play "Jack In The Box". He is to rise up, throw the towel off and say "boo" when he hears the initial consonant sound. You may use words as: rock, back, sock, cap, drop or nonsense words Vary the length of the list as the child improves.	Towel Word list	Great for young children or those who are hyperactive *Natalie Gibson*
Poor Auditory Reception	Difficulty in following directions.	Play a record that has much repetition such as "Row, Row Your Boat." As the word boat is sung, student puts a straight line on the board. This activity can be correlated with beginning counting. Have the student count the lines when the record ends.	Song on record player	
Poor Auditory Reception		Student turns back and teacher taps lightly with a ruler. The student must tell how many taps were made.	Ruler	
Poor Auditory Reception	Difficulty in following directions.	Tap with toes and see if one student whose back is to the teacher can tell how many taps were made.		*Rose Ann Robinson*

AUDITORY SKILLS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Poor Auditory Reception	Difficulty in following directions.	Have a student close his eyes and hide a clock. See if the student can find the clock by its ticking.	Wind up clock or timer.	
Poor Auditory Reception and Memory	Difficulty in following directions.	A person comes into the room and gives a verbal message. About 10 or 15 minutes after visitor has left, ask class what was the message.		
Poor Auditory Reception	Difficulty in following directions.	Play "Dog and Bone". One child sits quietly with closed eyes. Put chair in the center of the room. A child is designated by the teacher to sneak up. If the child hears someone, gives chase. If caught, that child sits in the chair and hides eyes.	Chair Object under chair to represent the bone.	
Poor Auditory Reception	Difficulty in following directions.	Make a noise box. Student turns back and teacher makes a noise with an item in the box.	Items that make noise. Items that can be rattled or hit together.	
Poor Auditory Reception	Difficulty in identifying differences	Fill 8 bottles with varying amounts of water. Identify differences with tapping to see if student with his back turned can tell same or different.		
Poor Auditory Reception	Difficulty in identifying differences	Have students put their heads down and close their eyes. Have them listen for 30 seconds. Then have them describe and relate each sound they heard.	Bottles of water Stick to tap with.	*Rose Ann Robinson*

Language Arts

Some children with delayed language skills (of an auditory receptive nature) are able to perform arithmetic calculations but are unable to perform reasoning problems because they can not understand the word. They are unable to comprehend directions as well as some conversations.

Some children with language problems (of an auditory expressive nature) are unable to use language on a par with their peers. They are assisted in their communication by an excessive use of gesturing, pointing and other non-verbal techniques.

Language disabilities often affect reading, math and writing skills. When a child is suspected of having language based problems a speech clinician should be consulted. There are two significant ways the speech clinician will provide service: (1) May offer suggestions for appropriate remedial techniques based on the speech and language diagnosis and (2) may evaluate younger children of this student's family in order to ascertain a need for early intervention.

LANGUAGE ARTS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Poor Comprehension and/or Scanty Recall	Inability to derive meaning from material read. Scanty recall — Pupil unable to recall part, or all, of what he has read.	1. Have child listen to tapes of interesting material as he reads silently. 2. Try to find where student's interests lie. Use stories in these areas. 3. Use illustrations to build up background and motivation. 4. Ask child to visualize and then draw a scene or scenes depicting events in passages. Discuss pictures that were incomplete because of inadequate recall. 5. Have student underline events that occur in a selection. 6. Number events in sequence. 7. Use sentence strips depicting main idea and supporting details of paragraph. Have student arrange. 8. Introduce story with discussion and anticipate with child what author is going to say. 9. Dramatize story or short selections.	Tape recorder High interest-low vocabulary material Sentence strips	1. Be sure material is not too difficult. Student should be able to pronounce 95% of words. 2. Review setting of story thoroughly with student before he begins.

LANGUAGE ARTS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Poor Comprehension	Unable to derive meaning from reading	1. *Understanding sentences* — practice in answering key questions who, what, where, when, why, how, etc. Begin with extremely simple sentences & moving to the more complex. a. Bill plays ball? Q. Who plays? _____ What does he play? _____ b. Bill plays basketball and football at school. Q. What does Bill do? _____ Where does he do it? _____ c. Bill plays ball at school every day. Q. What does Bill do? _____ Where does he do it? _____ When does he do it? _____ d. Bill is such a good ball player that he plays ball every day at recess at school. Q. Who plays ball? _____ Where does he play? _____ How does he play? _____ When does he play? _____ 2. Begin paragraph comprehension by having John write some paragraphs of his own, beginning with 3 or 4 sentences in order of their importance.		

LANGUAGE ARTS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
		3. Use paragraphs from Reader's Digest Skill Builders for finding "who, where, when, what, why, etc." The nature of these selections provide excellent practice. 4. Non literal language can be helpful and fun. a. "His eyes are as bigas saucers" does not really mean he has big eyes. It means _____ b. "He shed crocodile tears" _____ c. "It was raining cats and dogs" _____ d. "He's a chicken" _____ e. "His eyes were bigger than his stomach" _____, etc. 5. Practice in sequencing — Allow student to read paragraphs, then cut into sentence strips, then put in order — 6. Another way to help see key words and to develop sentence sense is to present scrambled sentences. town is Aiken large. (Aiken is a large town.) I brothers two have. (I have two brothers.) cont'd on page 120	Reader's Digest Skill Builders	120

LANGUAGE ARTS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
		7. Common Sense Method Examples for getting meaning from context: Explain the need to think in order to get "common sense" type of clues such as "Don was *miserable* when his team lost the game." "Mary was *disappointed* when she couldn't go with her friend." 8. Give practice in the use of words to develop sensory imagery. Ask student how many words he can think of to describe or tell about: *cold* — frigid, ice, shivering, freezing, etc. *hot* — sweltering, scorching, humid *hungry* — starving, famished *fair* — honest, considerate, sharing *sleepy* — dreamy, drowsy, dozing How many words could describe a forest — cool, shady, dense, dark, green, — etc.		123 *Elizabeth Creasman* Aiken Child Study Center

LANGUAGE ARTS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Silent Reading Comprehension	Child has reading vocabulary but resists silent reading or does not understand what he is reading.	Child scans page to find and point to answer specific questions. He receives a point for each answer he finds. Sample questions: Word meaning: What word on page means _____? Fact: Find the words that tell _____. Sequence: Find the words that tell what happened after _____. Inference: What words tell how _____ felt? Find the words that show _____ was unhappy.	Material previously read silently. Paper for point system to be reinforced with M & M's or other reward.	Having child read sentence that answers questions aloud gives him a chance to "show-off," avoids "round-robin reading," and allows teacher to pick up on oral reading habits and word deficiencies. *Miriam Newell* Aiken Child Study Center
Reading Comprehension	Poor silent reading comprehension	After introduction of vocabulary: Teacher directed reading. Teacher says — (1) Read the first line and find out _____ (2) Read the next line and find out _____ After reading page ask questions to determine comprehension Silent reading can be extended to finding answer in paragraph, then on page as child is ready.	Reading book marker Point system or M & M's can be used when answering questions after reading page.	Beginning with sentences and then gradually extending silent reading to paragraphs and finally entire page reduces frustration for slow silent reader. *Miriam Newell* Aiken Child Study Center

LANGUAGE ARTS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Language Expression	Children with difficulty in oral expression, reading, spelling.	"Going On A Trip" — Take group on an imaginary trip. First our imaginary suitcase must be packed. Write the letter "A" on the board. The first child says, "I'm going to take an apple." He can name anything with "A." After a child misses or is unable to think of anymore "A" words, you continue on with "B," etc.		Children enjoy - expecially younger ones. *Natalie Gibson*

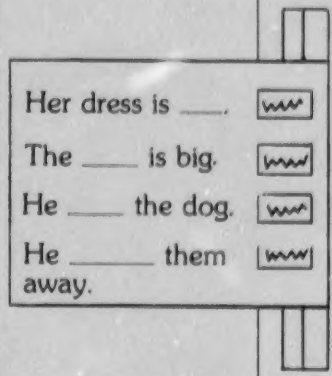
LANGUAGE ARTS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Non-Verbal Student	Child would not speak Child will not talk, or will only answer questions with simple answers — no elaboration and will not initiate conversation.	1. Read a story to child that would be easy to dramatize with puppets. Ex.: "Three Billy Goats Gruff" 2. Suggest to child that he make a troll or one Billy goat. 3. Let child play with puppets alone — then let child hold one puppet and teacher the other as teacher reads the story (dramatize impromptu) 4. If possible send story and puppets home with child and let parent take teacher's place. 5. When child seems relaxed tell him to talk his part — if this is slow to start ask the puppet questions (not the child) 6. Responses are now built up.	1. Paper bag (lunch size) 2. Construction Paper	1. Repetition of steps is important until teacher can feel child is ready to talk the play. *Virginia Turnier* Aiken Child Study Center

LANGUAGE ARTS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Poor Verbal Communication Skills	Child is too quiet — little or no spontaneous speech — difficulty expressing himself.	Dictate questions on Language Master cards, for example: "What is your favorite TV program?" "Where would you like to go on a trip?" The student should dictate answer in a complete sentence to the question on each card. Example: "My favorite TV program is Sesame Street." "I would like to go to Charleston." — etc.	Language Master Language Master Cards	1. This technique can be used to gain more understanding of the child by posing questions about interests, opinion of certain things, etc. 2. Could be used effectively for improving poor speech patterns. *Susan Cooke*

LANGUAGE ARTS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Context and Comprehension	Having trouble placing words in context.	On tag board, write five sentences with key words omitted. Answers for key words is found on the adjustable strip.	Tag board Strip of paper	
Having Trouble Sequencing Language Sequence Very Difficult.	Child has difficulty integrating sentences. The words never seem to fall in the proper order.	Words which compose a sentence are written separately on white cards and placed within an envelope. Each sentence is written in a different color. Numbers are written on the back of the cards in the proper sequence. Child is asked to make the sentence after which he may self-correct by checking the numbers.	White cards Marking pens Envelopes	Inexpensive, highly motivating. *Susan Cooke*

LANGUAGE ARTS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Play 'n Talk Language Arts: Typewriter use. Instruction Level: 1-9	To encourage the use of words. Serves as reward. Teach touch typing.		Rings for the fingers, color coded typewriter keys, books for instructional level.	Super!
Language Weakness	Child needs to become more verbal.	Child (or children) takes turn choosing a card (from a box) with pictures on it and he tells what it is and how to use it. Also — use a bag or a box and have child choose an item such as cotton, paper, cloth and have him talk about the feel, what it is, etc.	Box Materials	Low cost. Individual checks verbal and tactile ability *Rose Ann Robinson*

Sight Vocabulary

Before phonics can become meaningful, the student must have a basic sight vocabulary. Without an adequate vocabulary, the student will not be able to progress in reading because of (1) slow laborious word attack or (2) lack of foundation for the internalization of word attack skills.

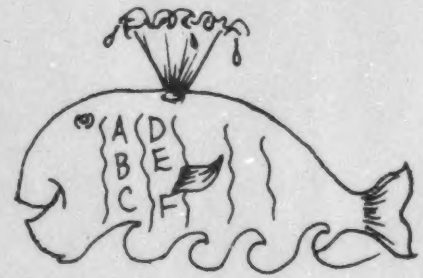
SIGHT VOCABULARY

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Poor Memory of Words	For children who are having difficulty in identifying or remembering sight words	Make a small collection of word cards with pictures that will match the words. Let the child match the pictures to the words. A variation: Make duplicate of word cards along with some different words that don't have matches and let child arrange matching cards. Variation: Place cards face down and let child pick card up if he knows the word, this is his card. If he doesn't know word, he puts it under stack.	Two card sets of words Picture card set	With some children the words will need to be reviewed before they can play the last game. 136 *Shirley Dunlap*
Word Recognition	Difficulty recognizing sight vocabulary	A variation of Tic-Tac-Toe where words are used as X's and O's. The word must be called correctly before the child can place it on the playing board. Put a paper clip on X cards. As words are learned, new ones may replace them.	Tic-Tac-Toe Board Number cards	*Natalie Gibson*
Poor Sight Vocabulary	Has very limited vocabulary	Present word cards to child. (Pictures on one side and words only on the reverse). Pronounce word, have child to say it after you, and copy it onto a pre-cut blank card.	Printed word cards (Mills or others) Blank cards Marking pens	Child works hard to get many new words in his box.

SIGHT VOCABULARY

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
		Choose only about five at a time. Pronounce each card again using the cards prepared by the child. Have him take his cards home to study. He is to bring them back for his next session. For each card he can call on sight, he is allowed to place it in his word box he has made.	Shoe box or any small box to be covered with contact or wallpaper	*Libby McLean*
Poor Word Recognition	Fails to recognize words; Lacks motivation to read and recall words.	(1) Build list of words around a major interest (such as Halloween or Christmas). Cut index cards in half or four sections. Write words in pairs, one word on each card. (2) Place all cards face down in pile. Children draw a card, read the word, then leave it face up on the table. (3) When a second word is drawn that matches one already face up, the child who reads the word correctly gets to take the pair of words to keep in his "pile." (4) Child with most pairs of words wins, or reinforcers are given for each pair of words earned at end of time period.	Index cards cut in small sections. Magic marker to write words. Reinforcers	This provided good initial interest for further word recognition activities. *Marjory Ward*

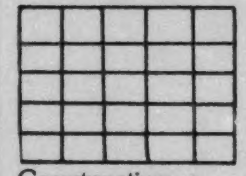
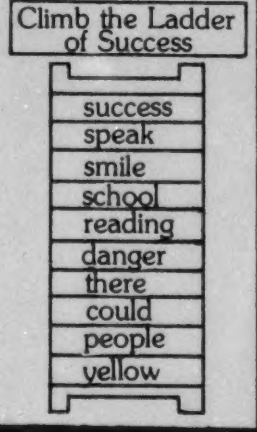
SIGHT VOCABULARY

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Alphabet Difficulty	Child cannot match capital and lower case letters or say his name. 	Make a large whale or fish out of poster paper. On it print all the capital letters of the alphabet. Make 2 squares of construction paper in various colors and print the lower case letters on these. The child matches the capital and small letters and as he does this he says them to a partner. The construction paper can be color coded to the capital letters at first (A and a red) and later another set of lower case letters can be made that are not color coded.	1) Poster paper 2) Magic marker* 3) Scissors 4) Construction paper (*different colors to match construction paper)	*Dyanne Sanders*

SIGHT VOCABULARY

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Poor Reading Skills (word recognition)	Fails to recognize words; lacks motivation to recall words long enough to master them.	(1) With a small group, ask each individual to give three words (of more than three letters) each to go into a file box marked with his name. After 3 words are given, go around again and have these words read. If the child reads his words correctly, he gets an M&M (or token) for each; if he fails to read it, the card is removed. Continue in turns as time permits, adding one word for each turn. (2) Second day, add 5 new words, then read all words in box, awarding M&M or token for each word (or you may choose to give reinforcers only on Friday). Any words not remembered are removed from the box. (3) After ten or 15 words have accumulated, ask child to assemble his words into brief sentences, with fill in words added as necessary; for each sentence completed and read, give reinforcement.	index cards file box for each child 8 x 11 paper to write stories on (or you may wish to write the sentences also on index cards to be kept in box—perhaps with a different color to indicate sentences).	This has worked well with four children who had no interest in reading. From this, I have added stories within their reading level, with M&M reinforcement while continuing to develop their own word boxes. *Marjory Ward*

SIGHT VOCABULARY

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Sight Words Word Recognition	Has small sight word vocabulary.	Using a checker-board and a stack of sight word cards, each child picks up card. If he pronounces it, he may move on the board.	Checker-board Word Cards 	Highly motivating. Individualized
Poor Sight Vocabulary	To develop sight vocabulary	Each child has a ladder of his own comprising Dolch List words to be learned. Words are presented one at a time and as he learns them, they are placed on the ladder.	Construction paper upon which ladder had been drawn and child's target words written with "SUCCESS" as top rung. (Plastic coated for preservation of color). Children cut out words from appropriate level materials 	*Doris Jackson*

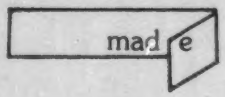
SIGHT VOCABULARY

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Teaching Sight Words and Vowel Rules	Doesn't know sight words or word attack skills	1. Take tape cut into strips and using two sided tape put it on cardboard (like that used to make folders). a. Make sight words b. Spelling words for week c. Sound out words etc. . . .	Reel to Reel Tape Two-sided tape Cardboard	Give child something to fall back on. Individual work. *Annah Scott*
Problem with Letter Recognition — Phonics	Cannot recognize letter with its sound. Also can be used for reversals.	2. Make a set of velvet backed letter stencils, using velvet ribbon or velveteen. A color scheme for the letters is helpful for reversals, ex: letters that are partly "below the water" are shades of blue (g, j, y). Have the child sound the letter as he traces it on the velvet.	Velvet	Different from the ordinary sandpaper letters. *Natalie Gibson*
Increasing the Number of New Words Learned.	Child never tries to learn new words insisting that he's forgotten.	3. Set the number of words child should learn per day in certain length of time. Help child with words then let him study them alone. If child knows words within time limit he gets free time at the game center or center of choice.		*Shirley Dunlap*

Phonics

The student should be able to use specific phonic and/or linguistic patterns in order to read. A competent understanding of sound/symbol relationships is necessary for the development of word attack skills. The use of phonetics in the teaching of reading requires skills in discrimination of sight and sound. It is imperative that the teacher feel confident the child is able to function in the areas of auditory and visual discrimination before attempting a phonetic remediation program.

PHONETIC REMEDIAL TECHNIQUES

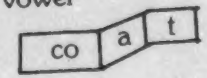
DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Learning Short Vowels	When student has difficulty remembering short vowels, smell of familiar odor helps.	Odors used have the same short sound of the vowel. Label each bottle with a, e, i, o, u. In á, place a small piece of apple, u - some mustard, o - an olive, i - some cinnamon, and e - some pepper. Put each bottle on a long card, adding words with that vowel sound. If the child forgets the sound, he can open the jar and smell what is inside.	Five small bottles with plastic push off tops.	*Natalie Gibson*
Long and Short Vowel Sounds	Needs review and reinforcement of vowel sounds.	Leader makes statements about long and short vowel sounds. If statement is correct players show "thumbs up." If statement if false players show "thumbs down." e.g. "The cat has a long a." "Sea" has long e., etc. The long A says a or the long a says a.	None	Check to see which player needs more remedial work using tapes and listening stations. *Doris Jackson*
Difficulty with Long Vowel Sounds	Child has difficulty applying final e rule.	Child is shown card with consonant - vowel - consonant pattern word and asked to pronounce it. You then fold the card to show the e. You explain what happens when the magical e appears. Other manipulative cards are then shown and child applies rule.	Sentence strips the length of the word plus two-inch flap to be folded for final e. 	Low-cost teaching tool; manipulative, high motivation, uncluttered *Miriam Lewis*

PHONETIC REMEDIAL TECHNIQUES

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Does Not Know Initial Consonant Sounds	Having trouble with sound recognition of initial consonants	On a round table top of 3 ply cardboard, draw a picture of anything with many items. The child is asked to take a letter from an appropriate container and place it on top of the picture which begins with that letter. Use push-pins to fasten the letter on the picture.	Cardboard table top Letters of the alphabet Container for letters Push pins	Color, attractive, motivating. It allows movement for the child. He enjoys discovering which letters belong on various pictures.

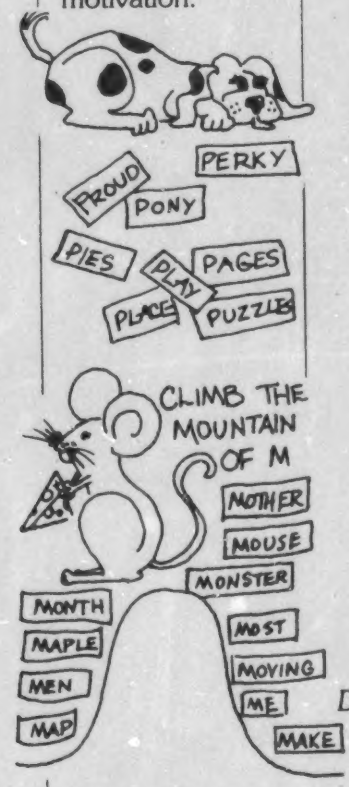
Libby McLean

PHONETIC REMEDIAL TECHNIQUES

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Difficulty with Double Vowel	Child has not learned to apply double vowel rule.	Child is shown folded card showing CVC pattern and asked to pronounce it. Then card is unfolded to show second vowel. Teacher explains what happens when second vowel appears. Student pronounces words following CVC and then CVVC pattern on the manipulative cards.	Sentence strips about 6" (length of word) double medial fold to first hide and then show second vowel  	Low cost teaching tool, manipulative, uncluttered *Miriam Lewis*
Rule for Sounding of 2 Vowels Together	Child has difficulty sounding these.	Dramatize by placing "jail bars" over the second vowel so the first vowel can say its name. To make the jail bars, cut a window in another card so a frame is made and allows the letter underneath to be easily seen. Use black ribbon to resemble jail bars. A story can be told where 2 boys got in trouble and were caught. The first boy must say his name (long sound) while the second boy is already behind bars and must be silent.	Index Cards Black ribbon	Student remembers easier when there is a story to it. *Natalie Gibson*

PHONETIC REMEDIAL TECHNIQUES

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Poor Beginning Sound Knowledge	1) To increase knowledge of beginning sounds. 2) Help build vocabulary with same beginning consonant.	Introduce lesson by showing picture that starts with the sound you wish to work on. Then add words that begin with this sound.	Cut words, with same beginning sound, out of magazines — place on construction paper in an interesting manner — use picture for motivation.	Low cost Motivational Visually attractive



Doris Jackson

Word Attack Skills

Word attack skills are necessary if the student is to be able to unlock unfamiliar words. This process is a slow but necessary translation of words using a problem solving process. For many readers it is not an automatic process but a painful and fatiguing procedure.

This remedial area requires patience — on the part of the teacher — and a near scientific approach — on the part of the student — to perceive words as parts, not wholes.

WORD ATTACK SKILLS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Poor Word Analysis Skills	Understands sounds in isolation but does not use this knowledge to analyze words.	Place a variety of objects or pictures of objects on a table. Object names contain phonograms that have been studied. Ex. ar-car, ut-butter, at-hat, etc. A pair of students, or a group, takes turns calling out a phonogram while the other student tries to find the object that contains the phonogram. The students pick up the object they correctly identify and the student with the most objects wins. This may be used as an independent activity if the phonograms are taped and the student finds the object alone. The tapes can then give the correct choice before going on to the next item.	Variety of objects and toys or pictures of objects. Tape recorder	*Angie Edgell*

WORD ATTACK SKILLS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Child has Faulty Syllabication Skills	Child has poor word recognition due to lack of ability to pronounce individual syllables and thus recognize a word.	Make 25 word drill cards. On each card, print a word. Have students scatter the cards on a table and sort them according to the number of syllables Use flash cards or drill cards (above). Place cards on the table, the student(s) divide the syllables with colored strips of paper. Discussion should follow with students talking about their two and three syllable words.	Sentence strip or tab-board magic markers Flash cards or drill cards (above) Narrow colored strips of construction paper (¼" wide and 2-3" long)	14 *Dyanne Sanders*
Learning Compound Words.	Child has difficulty when trying to learn compound words on worksheets.	Teacher makes compound words from list that gives the child the most difficulty. Writes the first part of the compound word on the dime size pocket and the second part on the nickel's pocket. Student will match these parts by slipping the dime pocket into the nickel pocket.	Coin pockets for nickels and dimes from bank.	Good for independent work to be checked by teacher later or answer key. *Natalie Gibson*

Oral Reading Skills

The student who is not able to read aloud with confidence should find in the resource room the individual help needed to develop skills and confidence. The use of audio-visual equipment plays an important role in this area in order to provide immediate feedback to the student. Through diagnostic reading tests it is possible to determine a student's oral and silent reading levels. If the oral reading level is falling below the silent reading level to a degree considered significant and detrimental, the resource teacher may wish to implement classroom instruction with techniques similar to the following suggestions.

ORAL READING SKILLS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Poor Oral Reading	Unable to read phrases smoothly.	Write phrases on sentence strips, isolating them from the entire sentence. Record phrases on the Language Master. Use of prepared programs in phrasing.	Sentence strips Marking pens Language Master Blank cards for Language Master T-Matic Machine Kits for Words and Phrases designed for use with the T-Matic	Child can hear himself reading and decides whether or not his phrases are smooth. 148 *Libby McLean*

ORAL READING SKILLS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
For Oral Reading Problems	Child reads with no expression, stumbles over common sight words, etc.	Child practices story first, going over new words. Then finds own personal cassette (name on it). Records the date, title of story and reads story to recorder. Teacher will listen to it and make comments. Student goes back and listens to the tape.	Tape recorder	1) Student enjoys using tape recorder. 2) Teacher can work with another child while student is recording. Then check tape at a later time. 3) Gives teacher a record of child's progress from first reading through to last reading. 4) Child can hear himself and will hear weaknesses, and work to improve them. *Natalie Gibson*

Spelling Skills

The resource teacher has an opportunity to discover and remediate the specific problems the student has in spelling. Once the student is made aware of the reason for his difficulty, he can actively cooperate in the remediation techniques. The anxieties associated with spelling difficulties can be reduced in the regular classroom by reduction of the weekly spelling lesson. For example, it would be better for a student to learn five spelling words a week, than to be exposed to twelve and learn one.

The mistakes made in spelling provide meaningful diagnostic information for the teacher. The teacher will be able to discern what the child thinks is correct, his thinking involved in the error, and to provide him with corrected information and time to practice the re-learned rules.

SPELLING SKILLS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Poor Spelling Skills	For children who are having difficulty hearing initial and final consonant sounds; not because of auditory or visual problems, but because of inattention.	Two or more players are given 4 cards. The remainder of the pack is put in the center of the table. Players on the left of the dealer begin by placing any one of the cards face up on the table, reading it aloud. The next player must play a card containing the same word grouping. (For example, if first player puts *right* down, the second player must play a card containing *ight*. If the player does not have a card with the same word grouping and has an *8* card in hand, the *8* card may be played and call for another group to play. If there is no *8* card and a card cannot be played, three cards are drawn from the pack. Failing to draw an *8* card or a word card which can be played, the turn is lost and the next player may continue. If player cannot read card, it is taken and the turn is lost.	Deck of 40 cards 10 words ing 10 words er 10 words en 10 words ight or word pattern studied 6 extra cards with 8 printed on them	*Shirley Dunlap*

SPELLING SKILLS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Poor Spelling Skills	Child has good visual and auditory skills but no phonetic skills. Very poor motivation usually 5th grader on up.	Reduce number of words child has been expected to learn. Example — 15 to 5. Go over words with child for about 10 minutes. Then the student tapes the words with an interval between each word. This becomes a test and is taken until 100% right. Studies words missed between tests.	Tape recorder Spelling words on file cards Pencil and paper	*Elizabeth Haynes*
Difficulty with Spelling Sight Words	Child can't sound out non-meaningful words (like who, the, what) — child has good visual sequential memory	Write word to be learned on top of paper. Below write series of letters in a number of rows. Each now contains the letters of the word in the proper order. Child goes across row and circles the letters of the work in correct sequence. THE a x c t d o m h f n e p o	Prepared paper Pencil	151 *Elizabeth Haynes*
Visual Memory	Student spells by sounds; does not have good recall of letter sequencing or quick visual memory of sight words.	1. Select six words from word list at interest and attainment level (such as the unit the group is working on in regular spelling and/or language class.) 2. Use "Password" approach to initial introduction of the word to get familiarity with its meaning.	Index cards Continuing word list from some definite learning plan for spelling sequences	This technique works well for students whose visual memory is weak or whose attention span is limited.

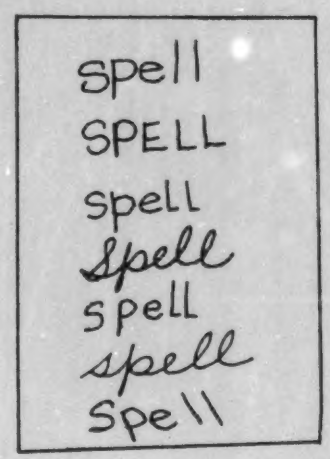
cont'd on page 143

SPELLING SKILLS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
		3. Write the six words on six individual cards. 4. Call the first word to be spelled from sound. 5. Show the second word for 5 seconds (10 for words of 2 or more syllables), then have student write the word from visual memory. 6. Alternate spelling from sight and sound, reversing on second round for checking and self-correction.		This leads the student to become conscious of possible spelling problems such as silent letters. *Do not* call out the words for visual memory. The first sight of the word should lead to concentration on letter sequence or sight recognition. *Marjory Ward*
Poor Spelling Skills		A fairly long word is written on the chalkboard, and the children are asked to see how many small words they can make, using the letters in the word on the board. Words such as Washington, imagination, stupendous, and playground are excellent to use.	Chalkboard Paper Pencil	Good for class competition *Rose Ann Robinson*

SPELLING SKILLS

TAKEN FROM: *BUILDING SPELLING SKILLS IN DYSLEXIC CHILDREN*
BY JOHN ARENA (p. 13)

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Poor Spelling Proficiency	Difficulty perceiving a word written in different form. Example: child may know the word *how* but cannot read it when it is written	Teacher-made charts of several words on the spelling list. Use as many different writing forms as possible. Example:  	Paper Marking pen	153
		Have children make their own charts using as many writing forms as they can think of. Make a chart for each word. Use colored pencils for variety along with regular lead pencils.	Paper Pencil Colored pencils	*Rose Ann Robinson*

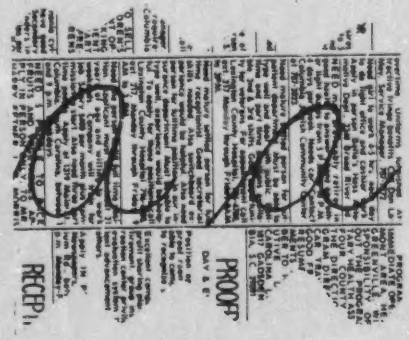
SPELLING SKILLS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Poor Spelling	Getting children to use the visual, auditory and kinesthetic method for spelling words	Children are shown word visually for about 5 seconds. Then child is asked to write word from memory. Child is to cover that word and write word from the sound of the letters. In the next step the child is asked to close eyes and let muscles write word. Then child is asked to close eyes and write word while sounding it out. This procedure is used for each word the child is trying to spell. Variation: Squares are drawn on floor and an alphabet is placed in each box. Once the child spells the words he can play hopscotch by finding the words in the squares.	Spelling words	Children say closing eyes was best way to remember the spelling words. *Shirley Dunlap*

Handwriting Skills and Related Motor Skills

The Student with learning disabilities frequently has problems in motor skills. These are reflected in handwriting. The resource teacher can work closely with the regular teacher to set realistic tasks. In the resource room the child can practice perceptual motor skills within his ability as well as learn "tricks" to make his papers look neater and more legible. legible.

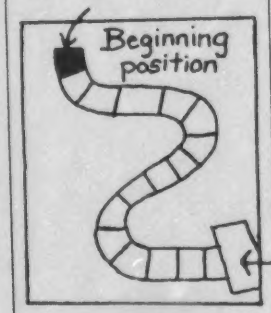
HANDWRITING SKILLS AND RELATED MOTOR SKILLS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Poor Fine Motor Coordination	Handwriting very poor, can distinguish but not reproduce shapes or letters.	Project, with overhead projector, shapes or letters or words on the blackboard and have student trace them. Have student then immediately reproduce without tracing.	Overhead projector and chalkboard	*Angie Edgell*
Poor Handwriting	Poor letter formation, poor eye-hand coordination	Use different colors, magic markers, and the "want Ad" section of newspapers. Turn sideways with ad's running horizontally. If child is easily visually confused, draw lines between columns before using. child copies across paper 	Want Ad Sections Different colored magic markers	Good motivation, gross movements, bright colored magic markers, etc. *Liza Haynes*

HANDWRITING SKILLS AND RELATED MOTOR SKILLS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Poor Handwriting Improper Spacing Between Letters and Words	Child does not leave proper amount of space between letters or words	1. Place anagrams or cutout letters on a desk or flannel board. Arrange letters to make a sentence but do not leave spaces between the words. Tell the child what the sentence should say and ask him to separate the words by moving the letters. As you say the sentence, pause after each word to indicate endings and beginnings of words. Later arrange letters but do not tell him what it says; see if he can determine separation. 2. Prepare exercises such as Thecatranaway. Thedogisbig. Tell the child what the letters say, and give him a colored pencil to mark where spacing should appear. 3. After child can arrange words correctly, ask him to write sentences. Structure the task by drawing a series of rectangles in which each word is written. Make rectangles of varied shape to correspond to length of words and leave space between each.	Anagrams Cutout letters Flannel board Colored pencil	156 *Dyane Sanders*

MATH SKILLS

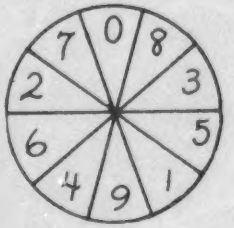
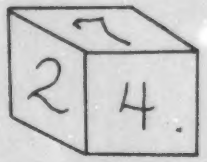
DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Poor Computation Skills	Has trouble with computation	Using coin wrappers from the bank, write a problem on each. The answer is written on a separate wrapper of a different size and color. Then they are paired. Each game is placed in a manilla envelope. Answer keys are on cards inside large folder. A record sheet is kept for each child who works with it.	1. Coin wrappers 2. Manilla envelope 3. Cards for answer key 4. Record sheets	Motivating
Poor Computation Skills	Student is having trouble with immediate recall with addition or multiplication math facts	a) Put starters on beginning position on game board. b) First player throws dice and if he can add (or multiply) the two dice together then he moves one space on game board. c) This is continued until one player hits the winner position. d) Winner receives 5 M & M's and loser receives 3 M & M's.	1) Gameboard  2) Two large dice cubes 3) Bag of M & M's 4) Starters (checkers, or monopoly men can be used)	Good for grades 1-5 *Natalie Gibson*

Math Skills

The remedial techniques associated with arithmetic seem to focus on concrete objects. It is often possible by the use of "touchable numbers" to open the student's mind to the realization of the conceptual math principal.

Most often the resource teacher faces "regrouping," "borrowing," and "carrying" problems in children referred for arithmetic remediation.

MATH SKILLS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Poor Computation Skills	Child has problems with adding numbers together. Child has also had problems multiplying numbers.	Game is designed to give child practice in adding and multiplying by using colored cubes and letting child count the numbers on the cubes.	Laminated 24" circle of cardboard marked in pie sections with numbers in each section 0-9.  One light colored counting block with numbers written therein. Throw block on pie and add or multiply the two numbers thus obtained.  	158 *Liza Haynes*

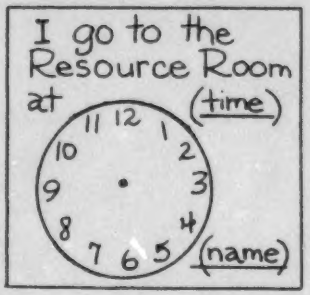
MATH SKILLS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
		2. Make a cover to conceal one of the numbers. 3. Challenge the group to get the answer first, or vary this by taking turns, using M & M's or tokens for reinforcement. 4. Frequently cover the first or second number in order to reinforce the underlying math concept (rather than simple facts).		159
Child has Negative Feelings Towards Math	Refusal to do math worksheet — or avoidance of task by excessive talking.	Use arithmetic code to read the message, child must do the arithmetic problems correctly. H = 4 2 + 2 = 4 H O = 3 3 − 1 = 2 E E = 2 0 + 1 = 1 L L = 1 9 − 8 = 1 L 6 − 3 = 3 O	Pen and paper or can be put on a duplicating master	*Marjory Ward* The child is highly verbal and a good reader — the motivation was enough to do only one sheet, but enough to make an original for friends to do.
Difficulty with Place Values	Cannot retain the concept of place value; has trouble reading numbers and "thinking in tens" or beyond.	Using counting frame (commercial or homemade), set up numbers. One to read the number correctly the first time gets reinforcer. If competition is not effective, simply take turns reading the set number, with reinforcer for correct answer. With fourth or fifth graders, competition seems to create greater interest than does turn-taking.	Counting frame Reinforcers	*Dyanne Sanders* Helps fifth grade boys think together on concepts of place value. *Marjory Ward*

MATH SKILLS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Need to Learn Multiplication Tables	Child doesn't seem to be interested in learning multiplication tables and usually won't try to learn them.	Give child one set of multiplication facts to learn at a given time. Explain what can be earned by learning these facts. Make a contract agreement and have student sign the agreement as to what facts are to be learned. Also have a witness sign contract.	Pieces of a model car kit can be offered as a reward.	*Shirley Dunlap*
Arithmetic (zero)	Does not understand the concept of zero	Ask the children how many rows of desks are in the classroom. Write the number of desks on the board. Each row is numbered. Have all the children in row 1 move to the front of the room. Ask how many children are in row 1. Get from the children that there are no children in row 1. Say 1 X 0 = 0. Continue this process until all the children are in front of the room. Emphasize that every number times zero is zero.	Desks in rows. Chalkboard Chalk	Works well for the regular classroom teacher with slow learners. 160 *Libby McLean*
Problems with Mental Calculations	Math concepts weak	1. Make or buy a set of new math relationship cards, such as the following examples: 11−3=8 other side 8+3=11 (may also make a set for multiplication on one side and division on the other)	Set of math cards giving equations for addition — subtraction or multiplication — division	This device worked well with a group of fifth grade boys who were weak on math basics but strong on competition. It has led to quick recall of basics and less "finger counting."

COPING SKILLS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Child can't tell time	Child can't get to R. Room on time and teacher forgets to send him. Disrupts whole R. Room schedule. Disturbs and irritates teacher, etc., bad for public relations	Make stencil for clock with no hands but with numbers written in.  Have child fill in time (11:05, 12:00, 1:35, etc.), hands on clock in proper position, and name at bottom. Child takes clock back to classroom and puts in prominent position so by a match of his clock and classroom clock will know when to come.	Stencil Crayons	Be sure child knows how to match paper with classroom clock. Be sure clock is put up, not thrown away, and teacher knows use of clock. 191 *Elizabeth Haynes*
Not Pacing Oneself (teacher and student)	Teacher and student have trouble pacing themselves for a thirty minute work period.	Use timer set for 15-minute periods — 1st 15-minutes are for instruction with one child or group — Second 15-minute period for next child (or group). 1st group can be doing follow-through activities during the second period and aide can check work.	Timer	Teacher can pace herself and students can learn to use their time wisely.
Slower Student in With L. D. Students 152	One child in group is a slow learner but at this time (because of time in class) he knows more sight words and sounds than L. D. students.	Use the slow learner to teach the L. D. student. Let slower student teach the known words to the L. D. child (also known sounds) Gives slower student confidence and L. D. child is relaxed with a peer.	1) List of sight words child knows 2) Alphabet card	*Annah Scott*

Affective Skills

The child with learning disabilities often experiences frustration because of his lack of success. In the resource room, the student may be shown alternative ways of handling frustration. In this area the resource teacher serves as a friend and counselor to assist the student in looking at his problem and his attitude as well as the way he is reacted to by others in his life.

COPING SKILLS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Understanding the Relationship of Cause and Effect	Difficulty in this area	Cut out a single picture cartoon. (like Dennis the Menace) Ask child to tell you: 1. what has already happened 2. what is likely to happen next 3. why the people in the cartoon act as they do 4. what the characters think about what is happening in the picture	Newspaper or comic book	More like fun!
Lack of interest in receiving help from resource room.	Children who are not interested in any kind of remedial help and therefore won't come to resource room by finding excuses for not coming.	Tell the child the problem he or she seems to be having and ask child other things that are problems in regular class. The two of you make agreement as to the things that he or she wants help with. Find interesting work to give child that will hold student's interest and create independence. Also give child responsibilities in resource room. Reinforcement of candy for having overcome some of problems in class.	Praise	*Natalie Gibson* 162
Experiences difficulty comprehending the time sequence of daily activities.	Resents any change in schedule, does not understand concepts of now-after-later. Is unable to regiment himself to time sequence and routine.	Prepare time activity cards showing the face of the clock and the activity that takes place at that time. Indicate to the child that *now* a particular activity is taking place. Also indicate the activity which will take place *after* the present one is completed.	9 x 12 inch cardboard. Felt tip pen Clear plastic spray (to protect cards)	*Shirley Dunlap* *Angie Edgell*

COPING SKILLS

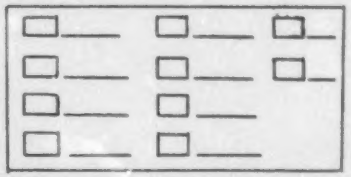
DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Disorganization	Child seems disorganized; needs some sort of structure Children in general need to learn organization	a) Have child's work folder on shelf with his name on it. On same shelf have a can of pencils tagged with each's name. *This should be gone over thoroughly with students.* Each enters room, gets his folder and pencil and goes to the desk. b) Child opens folder and (1) sees about work to be done and proceeds, (2) sees if work needs checking, (3) looks over new work, and (4) practices old work. The student raises a hand or moves to where teacher is and requests assistance as needed. c) Children need to be able to get more work or do something when finished with their work. Each child needs to know "what to do" next. Usually, a good finish is a color sheet, game, or free time. Children will need to realize that work will have to be done according to "specifications" (i.e., rushing should be outlawed! !) before free time.	Folders Pencils and tags (masking tape is good)	Procedures may have to be practiced, *rehearsed.* These procedures can be added to, or taken from (a little or a lot) The base should be an everyday routine for the child. It reaps many benefits. *Suzie Chaplin*

COPING SKILLS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
Independence Seeker	Child doesn't like to be told what to do.	List three activities (similar and within child's range). Let child chose the one to do — explain that when the task is completed correctly, a certain amount of time will be available for a fun activity.	1) List of 3 activities and materials needed to work with 2) Free area with several activities to choose from	Free time as reward
Orientation Problem	Has problem following directions for a task	1) Use Barnell-Loft Series (A) *Following Directions* — Tape directions and let child follow them and mark book. 2) Give verbal directions for child to follow — Start with one and increase	Cassette Tape recorder and taped directions	Reward with M & M's if done correctly
Short-Attention Span	Child never completes any of his work. Plays with pencil. Messes with one problem or one question on worksheet.	Present only a few problems or a few sentences at a time. Keep a chart for the child showing number of problems or sentences completed. Keep work from day to day to show progress. Increase from day to day the number to be completed.	Chart of work Math problems put on strips of paper	Reward child when there is an increase in *correct* output. *Annah Scott*
Class Needs to Learn Responsibility	Child seems unsure of responsibility	a) Class and teacher decide on duties class needs to operate (etc.) within. Importance of each duty should be noted. b) Duty chart is made with *as many duties on it as there are children.* This is put in prominent place in class.		This is especially effective when begun as school year is beginning. This gives each child a sense of worth.

cont'd on page 156

COPING SKILLS

DIAGNOSIS	PROBLEM DESCRIPTION	REMEDIAL PROCEDURE	MATERIALS	COMMENT
		 Child checks duty each day and "performs" it. c) Duties are rotated daily. For those duties which "crop up," "Special" can be assigned as a duty (i.e., a child who gets "Special" does "all" the extra and special duties not listed)		It is important that there be as many duties as there are children! This also aids teacher in that she knows who is going to do things. *Suzie Chaplin*
Inattention	Child always answers out before question can be asked and his answers are usually wrong.	Give clear directions telling everyone that they must raise their hands before answering and wait until the whole question is asked.	Praise or tokens for waiting to answer when called upon.	*Shirley Dunlap* This is reinforcing good behavior rather than bad. Works beautifully! Snowballs — teachers will try it with other behavior problems. Teachers learn to look for the "good" in each child, rather than the bad. *Natalie Gibson*
Aggressive Behavior	Emotional disturbance, aggressive behavior, can't concentrate on work, bothers other children, etc.	Teacher makes card for child to carry in a pocket. At top of card are several goals that the teachers and student have agreed upon and the number of points the student can earn for each of these goals (being more generous with points at first to motivate). As the student is doing these set goals, the teacher can ask for the card and mark points. At the end of the day total the points and cash them in to the resource teacher. Each day the student comes to resource teacher first thing in the morning for a new card. This reminder of goals is a good way to start the day.	Card with child's name on it and short list of requirements.	

APPENDIX A

PROFESSIONAL PREPARATION FOR PROJECT PERSONNEL

The fourteen teachers selected to participate in the project were all experienced special education teachers with at least one year's prior experience; the minimum was 2 years and the maximum 6 years. Ten of the fourteen teachers also had regular classroom experience. Thus the training program for this project began with fourteen teachers who had specific preparation and previous successful experiences to which was added specific training in characteristics, educational evaluation, academic prescription, and methods and materials for working with learning disabled students. The training was provided by the project coordinator and assistant coordinator who both held joint appointments with the Department of Special Education, as Winthrop College faculty, and as staff members of the South Carolina Region V Educational Services Center.

The four courses offered a total of twelve graduate semester hours credit. These included: *Characteristics of Learning Disabled; Methods and Materials for Learning Disabilities; Practicum in Teaching Exceptional Children; Learning Disabled I and/or II;* and the elective course *Group Processes in the Educational Setting.* These resource teachers have thus met the state certification requirements for teachers of Learning Disabled children.

APPENDIX B

REQUIREMENTS FOR PROFESSIONAL CERTIFICATE
EXCEPTIONAL CHILDREN
Learning Disabilities

A. Bachelor's Degree

B. Composite National Teacher Examinations score of 975 with minimum of 450 on the Common Examinations and 450 on a teaching area examination.

C. General Education — 42-45 Semester Hours

	Semester Hours
English	12
Biological and Physical Sciences	12
Social Studies	12
Health	2-3
Art and Music	4-6

D. Professional Education — 24 Semester Hours

Child Growth and Development	3
Principles and Philosophy of Education	3
Elementary School Curriculum	3
Teaching of Reading in the Elementary School	3
Directed Teaching with Learning Disabilities	6
Introduction to Exceptional Children	3
Educational Assessment	3

E. Special Preparation — 30 Semester Hours

Mathematics for the Elementary or Secondary School Teacher	3
Art for the Elementary or Secondary School Teacher	3
Music for the Elementary or Secondary School Teacher	3
Characteristics of Learning Disabilities	3
Educational Procedures for Learning Disabilities	3
Remedial Reading	3
Teaching of Math in the Elementary School	3
Physical Education and Recreation for the Exceptional Child	3
Restrictive Electives	6

Nature of Emotionally Handicapped	3
Language Arts	3
Introduction to Rehabilitation and Community Services	3
Educational Procedures for Culturally and/or Educationally Handicapped Youth	3
Theories of Learning	3
Educational Psychology	3
Physical Education and Recreation for the Elementary School Child	3
Practicum in Instruction of Learning Disabilities	3

Approved by State Board of Education August 14, 1970. Effective for Spring Graduating Class of 1973.

APPENDIX C

Source: **Administrator's Guide to Public School Programs for Handicapped Children**

TEACHER TRAINING PROGRAMS

Program Area

EMH	—	Educable Mentally Handicapped
EH	—	Emotionally Handicapped
HH	—	Hearing Handicapped
LD	—	Learning Disabled
OH	—	Orthopedically Handicapped
SH	—	Speech Handicapped
TMH	—	Trainable Mentally Handicapped
VH	—	Visually Handicapped

Types of Programs

U—Co	—	Undergraduate Certification Only Available
B	—	Bachelor's Degree Available
G-CO	—	Graduate Certification Only Available
M	—	Master's Degree Available

Training Program	Degrees Offered 1973-74	Projected Degrees Offered 1974-75
THE CITADEL Dr. Merl Gaskill, Chairman Special Education Department Charleston, South Carolina 29401 723-0611	EMH (U-CO, M) EH (M)	SH (U-CO, M)
CLEMSON UNIVERSITY Dr. W. Owens Corder Associate Professor Elementary and Secondary Education Clemson, South Carolina 29631 656-3482, Extension 29	EMH (U-CO, G-CO) LD (U-CO, G-CO) EH (U-CO, G-CO)	EMH (M) LD (M)
COKER COLLEGE Dr. John Richardson Assistant Professor Hartsville, South Carolina 29550 332-1381, Extension 419	EMH (B, G-CO) LD (B, G-CO) EH (B, G-CO)	
COLUMBIA COLLEGE Dr. Ronald Midkiff, Head Center for Developmental Studies Columbia, South Carolina 29203 786-3747	EMH (B) EH (U-CO) SH (B)	LD (U-CO)
CONVERSE COLLEGE Dr. John Martin, Director Special Education Spartanburg, South Carolina 29301 585-6421, Extension 352 or 228	EMH (B) HH (B)	LD (U-CO)

FURMAN UNIVERSITY Dr. Virginia Henry Coordinator of Special Education Greenville, South Carolina 29613 246-3550, Extension 436	EMH (B) LD (B)	EH (B)
UNIVERSITY OF SOUTH CAROLINA Dr. Arthur I. Weiss, Head Program for Exceptional Children Columbia, South Carolina 29208 777-8195	LD (M) EMH (M) VH (G-CO)	VH (M) Deaf Edu. (M) 6 Yr. Certificate in Supervision of Special Education
WINTHROP COLLEGE Dr. John Gallien, Chairman Program for Exceptional Children Rock Hill, South Carolina 29730 323-2211	EMH (B, M) EH (B, M) LD (B, M) SH (M) TMH (B, M)	SH (B)

APPENDIX D

Name of Film	Publication Data & Phone #'s	Description	Rating	Audience
"Dyslexia: Prevention and Remediation: A Classroom Approach"	Prince George County Schools Audio Visual Education Center 4800 Varnum St. Bladensburg, Maryland 20710	Color 21 minutes Excellent training film — real life situations in the classroom. Mentions Slingerland. States perceptual motor are not always necessary. Group is L.D. students with Dyslexia. Good skills shown.	Excellent training film	Teachers, principals (for info)
"The Strategies of Small Group Learning"	Chas. Kettering Foundation P.O. Box 628 Far Hills Branch Dayton, Ohio 45419	Color 26 minutes 16mm Rental $13.50 3 days Purchase $250 Shows group talk with: (1) teacher leader (2) older student leader (3) peer leader Tutorial assistance investigative group Shows intense student involvement through dynamics of small group.	Good quality film	Faculty who find difficulty in thinking about benefits of small groups. Good for students about to be involved in small groups at high elem. and secondary level.
"Kids Are People, Too"	MacMillian Films, Inc. 34 MacQuesten Parkway, S Mt. Vernon, New York 10550	$400 purchase Rental ? Shows class of behavior disordered children and how teacher develops trust and then learning.	Voice quality is difficult to understand	Good for self-contained L. D. teachers. Parent group: to develop sensitivity to self-contained classroom teacher problems

Name of Film	Publication Data & Phone #'s	Rating	Audience
Sound - Filmstrips	National Education Association 1201 16th Street, N.W. Washington, D.C. 20036	Very Good	For teachers, principals, training and in-service
"Controlling Classroom Misbehavior"			
"A Walk in Another Pair of Shoes"	California Assoc, for Neurologically Handicapped Children, P. O. Box 604, Main Office, Los Angeles, Cal. 90053	Very Good	For parents, teacher, principals, teachers of exceptional children
Film	Visual Aids Service, University of Illinois, Champaign, Illinois 61820 (217-333-1361)	Adequate	For teachers or evaluator training
"A Filmed Demonstration of the ITPA"			
"Help in Auditory Perception"	SEIMC, State Education Dept., Division for Handicapped Children, 55 Elk St., Albany, New York 12224 (518-474-2251)	Very Good	For teachers, principals, training inservice
"Visual Perception & Failure to Learn"	S. C. Dept. of Education, Audio Visual Library, Columbia, S. C.	Good	For teachers, principals, training inservice
"Behavior Modification in the Classroom"	Extension Media Center, Dept, SN, University of California, Berkeley, Calif. 94720 (415-642-0460)	Excellent	For teachers, principals, training inservice

Name of Film	Publication Data & Phone #'s	Description	Rating	Audience
If you do something for me.	Stanfield House, 900 Euclid, Santa Monica, Calif. 90403	Color 10 min. Entertainingly illustrates the Behavior Modification principal that the reinforcement must be appropriate in a scenerio with college instructor and female student. There are no words — only body language and music.	Excellent	Persons working with young adults or those interested in this topic.
Can I Come Back Tomonow	Stanfield House, 900 Euclid, Santa Monica, Calif. 90403	Color App. 50 min. Centers on the characteristics of hyperactive children and their classroom behavior. Demonstrates the use of systematic individualization of curriculum class organization reward systems as well as application by two different special teachers in self-contained classes for L. D. The contrast between the two teachers is dramatic — one being very soft and low key, the other very dynamic and active.	Excellent	Sp. teachers or those desiring a demonstration of good classroom management.

Name of Film	Publication Data & Phone #'s	Description	Rating	Audience
Preventing Reading Failure	AIMS, P. O. Box 1010, Hollywood. Calif. 90028	Color 28 min. $300.00 purchase $35.00 3 day rental order #1341 Illustrates teaching techniques in small group. The techniques are excellent but the audience is limited.	Good to excellent	Primary or remedial & Sp Ed teachers.
Continuous Progress Learning	"Idea" Suite 300, 5335 Far Hills Ave., Dayton, Ohio 45429	Color 22 min. 16 m. m. Illustrates faculty introduction to individualized instruction. It offers no details, only the concept involved.	Poor content, good quality production	Uninformed school faculties
The Undifferentiated Lump	Stanfield House, 900 Euclid, Santa Monica, Calif. 90403	Color 10 min. Illustrates the behavior modification principal of behavior shaping in a scenerio of a college prof. with a young student taking an oral exam. Creativity and entertainingly illustrates the student searching for answers that makes the prof smile and nod in agreement.	Good	(Teachers) persons working with young adults.

Name of Film	Publication Data & Phone #'s	Description	Rating	Audience
Visual Perception . . . Training in the regular classroom.	AIMS Instructional Media Services, Inc. P.O. Box 1010 Hollywood, California 90028	B & W app. 20 min. Discusses Visual Perception in the context of the Frostig Test with examples of test times, school work, and motor activities demonstrating each of the five areas of eye-hand coordination, figure ground discrimination, figure constancy, position in space, and spatial relations. Presents the material in an unimaginative way. Some of the teachers and testers have mannerisms which distract the viewers attention.	Excellent techniques	Kindergarten or primary teachers (early academics) Special Ed or Remedial teachers.
Learning Disabilities and Blocked Sensory Input Technique	Learning Process Productions 1854 60th Street Brooklyn, New York 11204	Color 30 min. Describes the characteristics of L. D. students in technical terms. The majority of the film describes the use of the tape recorder, tactistoscope, and controlled reader with students with reading problems. Demonstrates in detail the Auditory, Tactal, and Kinesthetic method of Bleu for remediating learning problems.	Excellent	Special teachers only.

APPENDIX E

REFERRAL FOR SPECIAL SERVICES

It is the desire of the special services staff to have the most complete picture possible of the student referred in order to better understand the problem and to provide assistance as soon as possible. This form has been made succinct and therefore must be filled in *completely* before services can be provided.

DATE _____ SCHOOL _____

STUDENT _____ ADDRESS _____

AGE _____ BIRTHPLACE _____ RACE _____

PARENT _____ PHONE NO. _____

GRADE _____ REPEATED GRADE _____

RECENT TEST SCORES:

NAME OF TEST	DATE OF TEST	SIGNIFICANT RESULTS

SPECIFIC AREA OF ACADEMIC WEAKNESS:

SUBJECT	DESCRIPTION OF PROBLEM

REMEDIAL ASSISTANCE AND APPROACHES I HAVE TRIED:

_____

_____

_____

CHECK THE SPACE BESIDE THE STATEMENTS THAT BEST DESCRIBE THIS STUDENT:

ADJUSTMENT:

____ well poised	____ tense	____ moody	____ lazy
____ at ease	____ anxious	____ hostile	____ shy
____ courteous	____ excitable	____ eager for praise	____ cries often
____ cooperative	____ easily upset	____ sensitive	____ depressed
____ cheerful	____ unhappy	____ needs frequent reassurance	

APPEARANCE:

____ tall for age	____ obese	____ poorly developed	____ physically attractive
____ short for age	____ neat, clean	____ untidy, dirty	
____ lean	____ malnourished	____ "normal" appearance	____ defects (explain)

RESPONSIVENESS:

____ alert	____ hyperactive	____ indecisive	____ deliberate
____ prompt responses	____ impulsive	____ withdrawn	____ daydreams
	____ confused	____ hesitant	____ irrelevant or bizarre response
____ industrious			

TEACHER OPINIONS — BEHAVIOR OBSERVATIONS: (Please comment on student's personality and general adjustment as you know him)

_____

_____

_____

_____

_____

RELATIONS WITH OTHERS:

____ outgoing: good natured	____ friendly	____ tolerant
____ has many friends	____ independent	____ jealous
____ has few friends	____ patient	____ tactful
____ seeks attention		
____ enjoys group activities		
____ plays alone		
____ high degree of conformity to peer group expectations		
____ conscientious		

EFFORT, APPLICATION:

____ careful
____ gives up easily
____ careless
____ works at rapid tempo
____ distractible
____ works at slow tempo
____ readily fatigued
____ spontaneous
____ creative

SELF-CRITICISM:

____ extremely critical of self
____ healthy recognition of own mistakes
____ downplays own inadequacies
____ boastful, in spite of lack of success
____ does not seem bothered by poor efforts

ATTENTION:

____ listens carefully
____ waits until instructions are completed before beginning task
____ begins to work impulsively without listening to instructions
____ inattentive to most instructions
____ seems to understand most instructions

PERSERVERANCE:

____ works constructively on long tasks
____ distracted only by unusual circumstances
____ easily distracted after short periods of concentration
____ does not complete many tasks

MOTIVATION:

____ eager
____ indifferent
____ resistant, sullen
____ apathetic
____ guarded, suspicious
____ excessive concern with results

VERBALIZATION:

____ talkative
____ expresses himself well
____ difficulty in expressing himself
____ offers frequent comment

SELF-CONCEPTS:

____ seems self-centered
____ lacks self-confidence
____ seems self-confident
____ forceful
____ submissive

How do you see this child? _____

_____

_____

_____

_____

_____

Signature of Person Initiating Referral and Position

APPENDIX F

Distribution of Types of Questions
on **Slosson Intelligence Test** Form 3-5 to 27-0

Types of Questions	Frequency	Abbreviation
Perceptual Motor	2	PM
Digit Span	3	DS
Reversal Digit span	3	RDS
Memory Span	4	MS
Definitions	41	D
Same/Different	11	S/D
Basic Math	26	M
Facts	30	F
Analogy	9	A

3-5	MS	8-8	MS	16-0	M
3-6	F	8-10	D	16-3	D
3-7	F	9-0	D	16-6	D
3-8	F	9-2	F	16-9	M
3-9	M	9-4	D	17-0	D
3-10	F	9-6	M	17-3	D
3-11	F	9-8	F	17-6	D
4-0	M	9-10	F	17-9	D
4-1	A	10-0	F	18-0	D
4-2	A	10-2	F	18-3	RDS
4-3	F	10-4	D	18-6	F
4-4	A	10-6	D-S/D	18-9	D
4-5	MS	10-8	M	19-0	M
4-6	A	10-10	RDS	19-3	F
4-7	F	11-0	S/D	19-6	D
4-8	DS	11-2	D	19-9	M
4-9	M	11-4	DS	20-0	D
4-10	MS	11-6	D	20-3	M
4-11	A	11-8	F	20-6	D-S/D
5-0	M	11-10	M	20-9	M
5-2	PM	12-0	RDS	21-0	A
5-4	F	12-2	M	21-3	D
5-6	F	12-4	D	21-6	F
5-8	M	12-6	F	21-9	M
5-10	S/D	12-8	M	22-0	D
6-0	A	12-10	F	22-3	M
6-2	F	13-0	M	22-6	D
6-4	S/D	13-2	F	22-9	M
6-6	S/D	13-4	F	23-0	D
6-8	A	13-6	D-S/D	23-3	M
6-10	D	13-8	D	23-6	D-S/D
7-0	DS	13-10	D-S/D	23-9	D
7-2	F	14-0	M	24-0	M
7-4	PM	14-2	D	24-3	M
7-6	F	14-4	F-D	24-6	D
7-8	S/D	14-6	M	24-9	D
7-10	F	14-8	D	25-0	D
8-0	RDS	14-10	M	25-3	M
8-2	F	15-0	F-D	25-6	D
8-4	D	15-2	F	25-9	F
8-6	F	15-4	D	26-0	D
		15-6	M	26-3	D
		15-8	S/D	26-6	D-S/D
		15-10	D	26-9	A
				27-0	D

APPENDIX G

SOCIAL INFORMATION FORM

Name: _____ Grade: _____

Date of Birth: _____ C.A. _____ Sex _____ Race _____

Parent's Name (or Guardian) _____

Address: _____ Telephone _____

Business Address: _____ Telephone _____

Educational Background

1. Did your child participate in preschool programs such as:

   Nursery _____ Age _____

   Kindergarten _____ Age _____

   Headstart _____ Age _____

2. List schools attended:

Name of School	Location	Grade

3. Has your child ever repeated a grade(s)? _____ If so, what grade(s)? _____

4. Does your child have (or has he had) a favorite subject or teacher? _____

   Indicate which subject and/or teacher. _____

Medical Background

1. Has your child had any serious illnesses or accidents? _____

   What? _____ When & Age? _____

   Treated _____ After Effects _____

2. Were there any unusual circumstances or occurrences during pregnancy or birth? _____

   _____

3. When did your child accomplish the developmental milestones:

   crawling _____ first words _____

   walking _____ talking _____

   toilet training _____

4. Does he have frequent illnesses or is he subject to allergies? _____

5. Does he take any medications on a daily or regular basis? _____

   What: _____

   How much: _____ For what: _____

   _____

6. How would you rate your child's general health? _____

   _____

Family Background

1. Father's Occupation: _____ Hours at Work: _____

   Father's Education: _____

   Mother's Occupation: _____ Hours at Work: _____

   Mother's Education: _____

2. List persons who currently are living in the home. Number of rooms in home. _____

Name	Age	Relationship
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. List other family members who are away from home: _____

   _____

4. Have other family members had difficulty in school? ie. mother, father, siblings, uncles, etc.

   _____

   _____

5. Have any family members had emotional problems? _____

_____

6. Has your child had any traumatic experiences? _____

_____

_____

7. Is there anything that particularly upsets or excites your child? _____

_____

_____

8. Does he have any special fears or habits? _____

_____

_____

9. What does your child like to do? _____

_____

_____

_____

10. Who does your child ask to help him with homework? _____

_____

APPENDIX H
STATE AID REPORT FOR TEACHERS OF HANDICAPPED CHILDREN ENROLLED FOR OTHER INSTRUCTION IN A REGULAR CLASS
Office of Programs for the Handicapped
South Carolina Department of Education

District _____ School Year _____ Date _____

Key For Area of Handicap

EMH — Educable Mentally Handicapped
EH — Emotionally Handicapped
LD — Learning Disabled
VH — Visually Handicapped
HH — Hearing Handicapped
OH — Orthopedically Handicapped

Name of Teacher (alphabetized)	Certificate Number	Number of Children By Area of Handicap						TOTAL
		EMH	EH	LD	VH	HH	OH	

1. Has every child counted in this report been identified as handicapped and evaluated in accordance with the minimal evaluation procedures described in Appendix C of the "Standards and Procedures for the Operation of Programs for Handicapped Pupils"?
   Yes _____ No _____
2. Is every child counted in this report enrolled for other instruction in a regular class?
   Yes _____ No _____
3. Does each teacher deal full-time with *identified* handicapped children? Yes _____ No _____
   If no, what portion of the school day does the teacher spend with identified handicapped children? _____

I certify that this report is true and correct: _____
Signature of District Superintendent

Return two copies to:

Office of Programs for the Handicapped
S. C. State Department of Education
Rutledge Building
Columbia, S. C. 29201

_____
Signature of Person Completing Form

_____
Title of Person Completing Form

SDE #29-035-00

CUMULATIVE REPORT OF LOCAL SCHOOL PRINCIPAL TO COUNTY AND STATE SUPERINTENDENT

This Report To Be Made At The End Of Each 30 - Day Accounting Period

Name of School _____ SERIAL NUMBER | | | | | County _____ District No. _____

Telephone _____ Report for end of _____ days Date _____

		ENROLLMENT 35 - DAY					ATTENDANCE		MEMBERSHIP			
		BOYS		GIRLS								
GRADE		W	N	W	N	TOTAL	Total Days Present	Average Daily Attendance	Total Days in Membership	Average Daily Membership	Number Promoted Total	Number Retained Total
(Elementary) 1												
2												
3												
4												
5												
6												
7												
8												
UNGRADED	(9)											
TOTAL ELEM.	(10)											
(High) 7											NO. OF DROPOUTS FOR THIS 30-DAY PERIOD	
8												
9												
10												
11												
12												
TOTAL HIGH	(13)											
(SPECIAL) SELF-CONTAINED CLASSES TRAINABLE	1											
EDUCABLE	2											
ORTHOPEDICALLY	3											
EMOTIONALLY	4											
HEARING	5											
VISUALLY	6											
LEARNING	7											
TOTAL SPECIAL	(8)											
(KINDERGARTEN) KINDERGARTEN STATE SUPPORTED	(1)											
KINDERGARTEN OTHER	(2)											
TOTAL KINDERGARTEN	(3)											

I certify that this report is true and correct: _____ (Principal) (District or Area Superintendent) (County Superintendent of Education)

FORM SDE 42-020-00 (5/74)

"STATE OFFICE COPY"

Return in duplicate to:

SOUTH CAROLINA DEPARTMENT OF EDUCATION

Office of Programs for the Handicapped
Rutledge Office Building
Columbia, South Carolina 29201

VERIFICATION OF PUPILS ENROLLED IN PROGRAMS FOR THE HANDICAPPED

Name of District: _____ School Year: 19___-19___

Category of Handicap: _____

(List each category of handicap on a separate page.)

Name of Teacher	Actual Number of Pupils Enrolled				Instructional Model (check one)	
	Elementary	Middle	Secondary	Total	Self-Cont.	Other than Self-Cont.
TOTALS					XXX	XXX

I certify that the above information is accurate to the best of my knowledge.

_____ Date

_____ Signature of Superintendent

SDE 29-029-00

APPENDIX I

Please fill in only the *school name, grade level,* and *date* on the IBM answer sheet. Then complete all questions, marking all answers on the IBM answer sheet provided. Use a very soft lead *#2 pencil.* Thank you.

Regular Faculty Evaluation of Resource Model

1. How many of your students have you referred to the resource teacher?

   a. ____ (1-3) b. ____ (4-5) c. ____ (6-10) d. ____ more than 10 e. ____ none

   (If *none* (e), respond only to questions #16 thru #19.)

Rate the quality of service you have received from the resource room teacher for the following eight questions (thru #9). The questions will be answered on your separate answer sheet using the following rating scale:

a — excellent
b — good
c — fair
d — poor
e — no help at all

2. Testing students
3. Offering suggestions and ideas
4. Preparing materials for your use
5. Tutoring your student in the resource room
6. Tutoring your student in your classroom
7. Observing students in your classroom
8. How would you rank the overall service the resource unit has been to your school?
9. How would you rank the overall service the resource unit has been to yourself?

Instructions:

Use this scale to rate the next 6 questions (10 thru 15):
Though all situations may not be precisely described by *one* of the three possible responses, please select the *one* most closely approximating your situation.

a. I needed much more assistance
b. I needed more assistance
c. Assistance has been adequate

The resource room teacher could have provided more assistance in the following areas:

10. Tutoring students in resource room
11. Tutoring students in my room
12. Preparing materials for students to use in my room
13. Offering ideas and techniques that were of assistance to me
14. Demonstrating materials for specific remedial needs
15. Testing students
16. Have you participated in a placement committee meeting?
    a. yes____ b. no ____
17. Have you participated in meetings with the resource teacher and two or more teachers to discuss the needs of specific students? (A diagnostic team meeting)?
    a. yes ____ b. no ____
18. How many years have you been teaching?
    a. 0-1 yr.____ b. 2-3 yr.____ c. 4 yrs. ____ d. 5 or more yrs. ____
19. If you have knowledge of other ways that the resource unit has been of service to you, please use the green sheet to state your opinions.

APPENDIX J

Please fill in only the school name, and date on the IBM answer sheet provided. Use a very soft *#2 pencil.* Thank you.

Principal's Evaluation of Resource Units

I. General

1. What is the basic organization of your school?
   - ____ a. Primary
   - ____ b. Elementary
   - ____ c. Middle
   - ____ d. Junior High
   - ____ e. Senior High

2. How long have resource rooms been a part of your school's organization?
   - ____ a. 1 year
   - ____ b. 2 years
   - ____ c. 3 years
   - ____ d. 4 years
   - ____ e. 5 or more

If you do *not* have a resource room serving learning disabled children, stop at this point. Otherwise continue with the remaining questions.

3. What is the administrative organization pattern of the school?
   - ____ a. Traditional self-contained
   - ____ b. Departmentalization
   - ____ c. Team teaching
   - ____ d. Unit Teacher
   - ____ e. Other

Which of the following curriculum organization patterns are being used in your school?

4. Wisconsin Design Materials ____ a. yes ____ b. no
5. Individually Guided Education ____ a. yes ____ b. no
6. Fountain Valley Testing ____ a. yes ____ b. no
7. IMS Math ____ a. yes ____ b. no
8. Basals and adopted texts ____ a. yes ____ b. no
9. Others _____ ____ a. yes ____ b. no

II. Student Instruction in L. D. Resource Rooms

10. What is the total number of children seen by the resource teacher on an average weekly basis?

____ a. 26-28 ____ b. 29-33 ____ c. 34-38
____ d. 39-43 ____ e. 44 or more

11. What is the fewest number of children with whom the resource teacher works during any given period in the daily schedule?

____ a. 1
____ b. 2 to 4
____ c. 5 to 6
____ d. 7 to 10
____ e. more than 10

12. What is the largest number of children with whom the resource teacher works during any given period in the daily schedule?

____ a. 2 to 4
____ b. 5 to 6
____ c. 7 to 10
____ d. 11 to 15
____ e. 16 or more

13. Are the children willing to work with the resource teacher?

____ a. yes ____ b. no ____ c. sometimes

15. How frequently have you observed in the resource room for a period of 10 or more minutes?

____ a. 0
____ b. 1-2
____ c. 3-5
____ d. 6 or more

III. Faculty Rapport

16. Is the resource teacher willing to share her skills, knowledge and materials with others?

____ a. yes ____ b. no ____ c. sometimes

17. Is the resource teacher accepted as a peer?

____ a. yes ____ b. no ____ c. sometimes

18. Is the assistance of the resource teacher sought by others?

____ a. yes ____ b. no ____ c. sometimes

IV. Records

Is the following data concerning each child being served in the resource unit available in an organized manner to the appropriate persons?

19. Reason for referral ____ a. yes ____ b. no
20. Psychological Evaluations ____ a. yes ____ b. no
21. Academic Problems ____ a. yes ____ b. no
22. Behavioral Problems ____ a. yes ____ b. no
23. Academic progress ____ a. yes ____ b. no
24. Behavioral progress ____ a. yes ____ b. no

Are reports of student progress made regularly to:

25. child? ____ a. yes ____ b. no
26. parent? ____ a. yes ____ b. no
27. regular teacher? ____ a. yes ____ b. no
28. placement committee? ____ a. yes ____ b. no

V. Scheduling

29. Are the children being seen for periods of at least 30 minutes? ____ a. yes ____ b. no
30. Are the children being seen for periods of more than 30 minutes? ____ a. yes ____ b. no
31. Does the resource teacher have some time (30-45 minutes) during the day for planning? ____ a. yes ____ b. no
32. Does the resource teacher have some time (3 hours) during the week for student observations and instruction in the regular classroom? ____ a. yes ____ b. no
33. Does the scheduling permit the pupil in the resource room program maximum opportunities to participate with his peers in as many non-academic areas as possible? ____ a. yes ____ b. no
34. Is there enough flexibility of scheduling so that scheduling is in the best interest of individual pupils? ____ a. yes ____ b. no
35. Is scheduling frequently reassessed to determine if changes need to be made either for individual pupils or for groups? ____ a. yes ____ b. no
36. Are there *regularly scheduled* weekly meetings held between resource and regular class teachers? ____ a. yes ____ b. no
37. Are there *regularly scheduled* monthly meetings held between resource and regular class teachers? ____ a. yes ____ b. no

VI. General Evaluation of the Resource Model for L. D.

38. Can the supplemental instruction and support offered in a resource setting meet the needs of L. D. students in your school?

    ____ a. All of the students
    ____ b. Most of the students
    ____ c. Few of the students

39. Have the regular classroom teachers expanded or modified the curriculum of the regular classroom so that it is also appropriate for these handicapped pupils? ____ a. yes ____ b. no

40. Is there a need for additional resource units? ____ a. yes ____ b. no

41. Is there a need for self-contained classroom units in your school? ____ a. yes ____ b. no

Rank each of the following using the following scale:

a—excellent
b—good
c—average
d—poor
e—no assistance

42. ____ Resource teacher as tutor

43. ____ Resource teacher as organizer

44. ____ Resource teacher as consultant

45. ____ Resource teacher as school asset

46. ____ Resource room service to the school

47. ____ Regular teacher as a source of referrals

48. ____ Resource rooms capability of meeting needs of exceptional children

49. ____ Regular teacher willingness to work with others for benefit of exceptional child

VII. Strengths

The resource room has been effective in:

50. ____ a. yes ____ b. no Relieving the regular teacher of troublesome students.

51. ____ a. yes ____ b. no Tutoring students who are having trouble

52. ____ a. yes ____ b. no Providing expertise in the areas of classroom management

53. ____ a. yes ____ b. no Providing expertise in the area of remediation

VIII. Weaknesses

54. ____ a. yes ____ b. no Has the resource room been a frustration?

If you answered #54 with a *yes*, were these areas problems?

55. ____ a. yes ____ b. no Constant scheduling difficulties

56. ____ a. yes ____ b. no Troublesome students aren't out of the regular classroom long enough

57. ____ a. yes ____ b. no The resource room teacher did not assume responsibility

58. If you have other comments about the L. D. resource unit, please use the green sheet to state your opinions.

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